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ABSTRACT

A report on the Missouri Extension Study Commission's (a blue ribbon commission) review of the scope, organization, management, and funding of extension activities conducted by Missouri colleges and universities is presented. Based on information obtained from public hearings and studies, 10 general recommendations are offered that pertain to: coordination of and interinstitutional cooperation in the offering of credit and noncredit courses off campus; the level of self-support from student payments appropriate for noncredit continuing education programs; the quality of state university extension programs; University of Missouri's Community Development and Local Government Programs; the role of county extension councils; the need for written letters of understanding for state colleges and universities and government entities whose work parallels that of the institution; the need for the University of Missouri to review the administrative structure for extension; the need to evaluate youth programs; and the low visibility of home economics programs. Appended materials include summaries of surveys of off-campus credit and noncredit offerings. These surveys deal with the types and location of extension services offered by Missouri colleges and universities and the methods and levels of funding for the courses. In addition, information is appended that provides an overview of the cooperative extension and university extension activities of the University of Missouri, including the funding, organization, and staffing patterns of these activities. The Executive Order creating the Extension Study Commission, a list of public hearings, general material on funding and structure of extension, summary of the survey of non-credit instruction, summary of the survey of off-campus instruction, and remarks of Commissioner Robertson are also appended. (SW)

ED222130

MISSOURI EXTENSION STUDY COMMISSION

REPORT TO THE GOVERNOR AND GENERAL ASSEMBLY

MARCH, 1978

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HE 015 540

PREFACE

On July 8, 1977 Governor Joseph P. Teasdale established the Extension Study Commission to "review and recommend changes that may be necessary in the scope, organization, management and funding of extension activities." Confusion has surrounded extension activities carried out by colleges and universities in Missouri. Legislators have experienced problems determining the scope and finances of extension activities in the state.

The commission, having undertaken the task given to them by the Governor, submits this report which is the culmination of several months of extensive study and analysis. The report reflects several goals of the Commission agreed upon by most of the members. The commission wished to obtain a clearer understanding of the type, location and funding of extension activities and the process by which decisions are made regarding new programs and program changes. The commission hopes this report to the Governor and the General Assembly will clarify some of the confusion concerning extension and provide state officials with better information for making complex decisions regarding expenditures of the taxpayers' money.

In performing its mission the commission held public hearings throughout the state. The extensive testimony provided at these hearings was an important source of information for the commission in compiling its findings and recommendations. The commission wishes to thank all the people who attended these hearings and is grateful for their spoken and written comments. The commission would also like to thank the colleges and universities for their cooperation in providing facilities for these hearings. The commission is grateful to all state colleges and universities, the Department of Higher Education, and the Department of Elementary and Secondary Education for providing information and responding to questions.

The commission is pleased to report that in general, strong support was indicated by the public for many of the extension programs. The good work of countless dedicated people in behalf of extension programs has not gone unnoticed, and these efforts have been appreciated.

The main body of this report lists recommendations and the reasons for them. The recommendations do not propose specific details for correcting the problems the commission found. The commission feels its proper function is to point out problem areas and encourage the responsible higher education officials to act to solve those problems.

The commission, regarding the cooperative extension services operated by the University of Missouri and Lincoln University, wishes to emphasize to these universities that cooperative extension implies cooperation among the local, state and federal governments. Cooperative extension exists solely to extend educational services to the people. The commission feels local people should always have a major voice in the decisions concerning the types of programs offered through cooperative extension and the way these services are delivered. Cooperative extension must not lose the personal touch with the people it seeks to serve.

Also regarding cooperative extension, the commission noted some apparent discrepancies in local financial support among different areas of the state. These discrepancies may be overstated if there are variations in indirect local support. Nonetheless, the commission believes equity is an important part of the principle of cooperation and wishes to alert university, state and local officials to the need to examine the amount and distribution of support from non-state sources for cooperative extension.

The University of Missouri and all other colleges and universities must be continually aware of the state's limited resources and every effort must be made to provide programs that are of high quality in the most efficient manner possible.

Although the commission noted considerably more support and concern for extension programs in rural Missouri than in urban areas, this was not surprising. Agricultural extension programs have a much longer history of service. Because of this, results of agricultural extension programs are much easier to recognize and appreciate. Because of strong support from federal, state and local funds, the University of Missouri has developed greater capabilities to deliver agricultural education and agriculture enjoys a much more extensive research program. Nevertheless, the commission has sought to avoid suggestions that would divide rural and urban programs or diminish the support for either area by the General Assembly or state officials.

The appendix of this report includes several items that the commission believes are important in obtaining a clearer picture of extension activities in Missouri. Two surveys, of off-campus credit offerings, completed by the Department of Higher Education and of non-credit offerings completed by the staff assigned to this commission, are summarized. These surveys deal with the types of extension services offered by the colleges and universities in Missouri, the location of extension courses, and the methods and levels of funding for those courses. Surprisingly little duplication among the colleges and universities was noted. It was much less than the commission initially thought.

Also in the appendix is information which provides an overview of the Cooperative Extension and University Extension activities of the University of Missouri. The funding of these activities and the organization and staffing patterns of cooperative and university extension are also discussed.

The commission hopes the Governor and General Assembly find this report enlightening and helpful. Again, we wish to thank all the principals involved, especially the people of Missouri.

RECOMMENDATIONS

I. The Coordinating Board for Higher Education should improve the coordination of and interinstitutional cooperation in the offering of both credit and non-credit courses off-campus, and the institutions should seek to eliminate the unnecessary duplication of such offerings. This issue should be among those addressed in the forthcoming master plan for Missouri higher education.

In recent months the Coordinating Board for Higher Education has made efforts to determine the extent of duplication of courses and programs among the colleges and universities, where the duplication exists, and how to eliminate such duplication. The results of two studies (one for credit courses completed by the Department of Higher Education and one for non-credit courses completed by the commission staff) indicate duplication of courses is not as extensive as many people have speculated.

II. The commission recommends the Coordinating Board for Higher Education should address the level of self-support from student payments appropriate for non-credit continuing education programs. Every effort should be made to require that continuing education programs for professionals (nurses, teachers, engineers, surveyors, doctors, etc.) be substantially self-supporting when taking into consideration all direct and indirect costs. Consideration should also be given to requiring full self-support for general interest and leisure non-credit courses.

The commission found some apparent inconsistencies in the levels of self-support (and therefore the degrees of state funding) for different continuing education programs. For example, within the University ofMissouri, information from the University's FY 1977 General Operating Budget showed variations among a number of schools in the balance of self-support and state support.

III. The several state universities operating extension programs should have quality programs as their primary goal and should be involved only in those programs for which they are best equipped.

With ever rising costs, including salaries, the University of Missouri Extension Division and off-campus programs of other institutions face growing pressures to establish priorities for continuing present programs and meet demands for new programs in professional and cultural education. Some say extension programs must be designed to serve all people. But no university can be all things to all people. Limitations are immediately obvious: (1) With growing demans for state and local funds it is only realistic to expect that limits be established for all government programs, including extension programs. (2) The University of Missouri and other state universities, with all their talents and resources, still are in no position to offer extension education in all fields demanded by people in our complex society.

Therefore, it would appear only logical that each university select specific fields for emphasis in which it has the resources, research and expertise available. This would not preclude new fields for extension programs. Tomorrow's needs are unknown, of course, and doubtless will differ from yesterday's, but new programs should be closely reviewed by the Coordinating Board for Higher Education, the Governor and the General Assembly for consideration of funding as appropriate.

IV. The commission recommends the University of Missouri re-evaluate the purposes, goals and results of the Community Development and Local Government Programs.

The results of the community development and local government programs are difficult to quantify. The commission believes, however, that some resources devoted to community development and local government programs could be better utilized in other areas. The commission suggests the Community Development and Local Government programs be limited to areas where local government officials have no access to similar services. More emphasis should be placed on economic and industrial development of communities. Expenditure of tax funds to assist in recreational activities and "qualify of life" programs, while commendable, becomes more difficult to justify when such funds are badly needed in other areas.

Evidence at the hearings, together with communications and personal contacts with members of the commission, suggested unnecessary duplication of services in this area.

Other agencies providing services in governmental and community development affairs include: Division of Commerce and Industrial Development; Division of Community Development; soil and water conservation districts; the state's twenty-one regional planning commissions; the Missouri Municipal League; the Missouri Association of Counties; and local government departments in larger cities and counties.

In addition, public groups such as chamber of commerce and civic organizations, particularly in the metropolitan areas, also offer community development services. Federal agencies, both regional and urban, also are active in this field.

V. The commission recommends several changes be made in relation to the county extension councils. These are:

1. The University of Missouri should develop a written handbook which outlines the county councils' powers and duties.
2. The University of Missouri should take steps to strengthen the county council and the roles they have in the decision-making process about Extension programs.
3. The University of Missouri should take steps to give county councils more involvement in deciding the type of programs and staffing to be used in their areas, including the authority to determine whether a 'generalist' or 'specialist' is placed in charge of all extension activities within the county.
4. The University of Missouri and the county councils should work toward standardizing elections of county council members.
5. The county extension councils should be better educated of the role Lincoln University has in extension as the other land-grant institution in the state in addition to the University of Missouri. This could be accomplished by information sent from the University of Missouri and/or Lincoln University to the county extension councils, by legislative resolution, or by examination and modification of existing statutes which reference land-grant institutions.

In the public hearings conducted by the commission, considerable concern was expressed in the areas outlined above. Many people suggested councils are not involved enough in the decision-making process. We believe the University should educate the councils on their powers and duties and encourage the councils to participate fully with the University. We believe this would make the extension system more responsive.

In the hearings, people expressed much concern about the type of delivery system used to bring extension to them, particularly in regard to traditional agricultural programs. There were several comments, both pro and con, about the specialist concept now utilized by the extension service. The commission believes each county within an area should have more input in determining the type of delivery system utilized. Alternatives should be explored, including two-way radio communication and inward WATS lines. The relative effectiveness of "specialists" as compared with traditional "generalists" was thoroughly discussed. It should be noted that strongest support for the specialists came from the Bootheel region of Southeast Missouri. However, further study revealed that an agronomy agent is stationed within each of the Bootheel counties, and that this is an area where crop farming is predominant. Thus, these counties in effect have "general" agents who are qualified to advise on crops and soils problems. In any case, the commission feels changes in the delivery system can be made if desired by local councils after consultation with the University of Missouri. These should be done within existing resources available for cooperative extension.

Thought should also be given to the feasibility of establishing clearer lines of authority within each county. The commission noted at the hearings a concern of many people regarding the procedures for electing county council members. The University of Missouri and the county councils should investigate ways to make the elections more accessible to the people and to increase participation in the election process, including the possibility of holding elections for county council members at the same time as regular elections. Cooperative extension will thrive in an environment that ensures maximum voting participation.

Councils should be encouraged to secure local financing for program changes and expansions that are desired by the counties and areas. This would give local residents and governments more influence over programs.

VI. The commission recommends that the University of Missouri and other universities and state colleges always develop written letters of understanding with any other governmental entity whose work parallels that of the institution.

The University of Missouri's extension programs have the potential to deal with subjects that may also be the responsibility of other governmental entities. The University should be commended for developing written agreements with other governmental entities (for example, the Conservation Department) but all universities should be encouraged to develop these agreements with all other governmental agencies which carry out similar programs.

VII. The commission recommends the University of Missouri carefully review the administrative structure for extension.

Many Missouri citizens appear convinced the central administrative staff of extension is unnecessarily large. This is a natural reaction and is to be expected. The commission believes the University should at all times be alert to possible methods of reducing administrative costs so as to give a greater share of the extension dollar to the people.

Also, the role of area directors and assistant area directors is not well understood by the public. The University should be sensitive to this perception. Finally, the University should redouble its efforts to keep the personal touch in the extension service and strengthen the county identity in the decision-making process.

VIII. Youth programs in general enjoy strong support from the public. However, the commission suggests that they be evaluated. Reappraisal of goals and award programs would appear appropriate. In this effort, some plan should be devised to solicit advice from former supporters of youth programs who now appear to be critics.

IX. The commission noted a low visability for home economics programs. Interest in the traditional "women's" clubs appears to be lagging. This might be expected, considering the fast-changing lifestyles for women, their changing concerns, and the aging of earlier supporters for the clubs. The commission, urges self-appraisal in this field.

X. The commission recommends the University of Missouri, other state colleges and universities, and the Department of Higher Education report to the members of the commission and the Governor within one year on their progress in implementing the commission's recommendations.

APPENDIXES

A. Executive Order creating the Commission

B. List of public hearings

C. General material on funding and structure of extension

  1. Budget overview
  2. Definitions
  3. FY 1977 funding
  4. Description of Cooperative and University Extension
  5. Organizational and staffing charts

D. Summary of Survey of Non-Credit Instruction

E. Summary of Survey of Off-Campus Instruction

F. Remarks of Commissioner Robertson to the Commission, August 22, 1977

APPENDIX A

EXECUTIVE ORDER CREATING THE COMMISSION

EXECUTIVE ORDER

WHEREAS, extension activities of the State of Missouri have been a point of controversy and debate for some time and;

WHEREAS, an independent body of knowledgeable persons is needed to review and recommend changes that may be necessary in the scope, organization, management and funding of extension activities;

NOW THEREFORE I, JOSEPH P. TEASDALE, GOVERNOR OF THE STATE OF MISSOURI, by virtue of the authority vested in me by the Constitution and laws of the State of Missouri, do hereby establish the Extension Study Commission. Such Commission shall be composed of twelve members: six of whom shall be appointed by the Governor, three by the Speaker of the House of Representatives, and three by the President Pro-Tem of the Senate. The Governor shall designate one of his appointees to serve as chairman. The chairman shall call and conduct meetings of the Commission, and agencies of the State shall provide necessary staff assistance. Expenses may be paid for appointees from available funds of the appointing authority. The Commission shall make its report to the Governor and to the General Assembly as soon as is practical.

IN TESTIMONY WHEREOF, I have hereunto set my hand and caused to be affixed the Great Seal of the State of Missouri in the City of Jefferson on this eighth day of July, 1977.

Joseph P. Teasdale
GOVERNOR

ATTEST:

James C. Kirkpatrick
SECRETARY OF STATE

APPENDIX B

LIST OF PUBLIC HEARINGS

APPENDIX B

Public Hearings

The commission held seven public hearings throughout the state in September, 1977 to hear the opinions of the people of Missouri concerning extension programs. These hearings were an invaluable source of information for the commission, and many comments and suggestions from the public are incorporated into the commission's recommendations.

The commission had some reservations, however, about whether the hearings provided a complete representation of public opinion in the area of extension in Missouri. Testimony at each hearing was similar, with a large majority of those testifying expressing strong support for the current extension systems and programs. Many people who might have had critical comments may not have felt the hearings were the proper time or place to air criticism.

Another factor affecting the representativeness of the testimony wat that many people attending the hearings came to protest against the commission's plans, in the apparent belief that the commission was created to preside over the demise of all extension programs. The commission, of course, had no such purpose. The Governor appointed the commission to review and report on several aspects of extension activities. This misunderstanding about the commission's purpose may have led many people to be more vocal about and protective of extension programs than they might have had the commission's purpose been fully understood.

Following is a list of the date, location, and attendance for each hearing.

September 19, 1977, Kirksville

- The commission held its first public hearing in the Student Union Building on the campus of Northeast Missouri State University at Kirksville. Approximately 300 people attended the hearing; 30 provided testimony.

September 20, 1977, St. Louis

The commission held its second public hearing in the J. C. Penney Continuing Education Building on the campus of the University of Missouri-St. Louis. Approximately 100 people attended the hearing; 36 provided testimony.

September 21, 1977, Cape Girardeau

The third public hearing was held in the University Center Building on the campus of Southeast Missouri State University at Cape Girardeau. Approximately 160 people attended; 24 provided testimony.

September 22, 1977, Springfield

The commission's fourth public hearing was held in Springfield in the Campus Union Building at Southwest Missouri State University. Approximately 140 people attended; 20 provided testimony.

September 26, 1977, St. Joseph

The commission held its fifth public hearing in the Warren E. Hearnes Learning Resources Center on the campus of Missouri Western State College at St. Joseph. Approximately 120 people attended; 26 provided testimony.

September 27, 1977, Kansas City

The commission held its sixth public hearing in the University Center Building on the campus of the University of Missouri-Kansas City. Approximately 100 people attended; 36 provided testimony.

September 28, 1977, Jefferson City

The final public hearing of the commission was held in the House Lounge of the Capitol at Jefferson City. Approximately 200 people attended; 28 provided testimony.

APPENDIX C

GENERAL MATERIAL ON FUNDING AND STRUCTURE OF EXTENSION

1. Budget overview
2. Definitions
3. FY 1977 Funding
4. Description of Cooperative and University Extension
5. Organizational and staffing charts

Budget Overview - University of Missouri Extension

The Budget Process

The budget-making process for the University is similar to that for other state colleges and universities as well as other state agencies. Early in the fiscal year (July 1-June 30), the academic departments of the campuses formulate their funding requests for the following fiscal year and report them to the campus administration, which reviews them and compiles a campus request to be presented to the President. Similarly, extension program directors and area extension directors communicate their budget requests (which might include specific requests of county specialists and county councils) to the Vice-President for Extension, who compiles a total extension request for the President. The President and his staff review all requests and prepare a proposed total budget request for the University to submit to the Curators. The Curators approve a final request to be submitted to the Coordinating Board for Higher Education and the Governor by October.

The Coordinating Board reviews this request, along with those of the other colleges and universities, and makes its own funding recommendations to the Governor. The Governor reviews these requests and recommendations, along with those for other state agencies, and compiles his recommendations in the Executive Budget he submits to the General Assembly in January. The House and Senate then consider these requests and recommendations, enact separate versions of appropriations bills, and through a conference committee adopt a final version of the appropriations bills for all state agencies (April-June). The Governor may approve these final appropriations in total, or he may delete items or reduce amounts for given agencies. The amount approved by the Governor (in June, for the fiscal year beginning in July) become the final appropriations unless vetoes are overridden by the General Assembly at the next session (September or January).

After final action by the Governor on appropriations, the President prepares a proposed operating budget based on the final appropriation. When approved by Curators, this general operating budget determines the amounts of state appropriations, fees and other revenue that will actually be allocated to the campuses and to extension for the fiscal year.

Budget Format

The budget requests and internal operating budget for the University use a general format approved by the Coordinating Board for Higher Education for use by all state colleges and universities. This format classifies expenditures into categories based on general purpose or function. The format closely parallels the one recommended by the National Association of College and University Business Officers (NACUBO), which is in general use by colleges and universities nationwide.

The heart of this format is the program classification structure, which is outlined in attachment. As mentioned, this classification structure is based on general purpose or function; for this reason, the expenditures of an organizational unit such as statewide extension, which performs a number of different functions, will be included in several different categories.

Classification of Extension Expenditures

The different program classification categories into which expenditures for the extension mission are broken down are illustrated on the program classification structure outline. Categories which include expenditures for University Extension are marked with a U, those for Cooperative Extension with a C. As this illustrates, a complete listing of direct expenditures for either Cooperative or University Extension can only be obtained by combining those parts of the total University expenditures that relate to extension in a number of different categories.

The distribution of expenditures among categories reflects the different emphases of the types of extension programs. University Extension is involved mostly in organized instructional programs, both credit (categories 1.1 and 1.2) and non-credit (category 1.3). The involvement of campus administration in University Extension is reflected in the categories under Academic Support (4.3, 4.5, 4.6). Cooperative Extension, on the other hand, is involved mostly in activities other than organized instruction, which comes under the heading of Public Service (3.3, Cooperative Extension Services). Administratio n of statewide cooperative extension is relfected under categories 4.6, Academic Administration, and 6.1, Executive Management.

Indirect Costs

It is worth noting briefly that the classifications mentioned above and the budget figures for Extension represent only direct expenditures, or those expenditures attributable one hundred percent to Extension. Besides these direct costs, there are also administrative or "overhead" costs which relate to all activities of the University. These costs appear in the University's budget mainly under the headings of Institutional Support (6.0) and Operation and Maintenance of Plant. If these costs were allocated in the budget to the University's various programs (in a manner similar to analyzing the full costs of the various products of a business), expenditures for both Cooperative and University Extension would be somewhat higher.

Revenue

The overview so far has dealt with the expenditure side of the University's budget, so for balance a word should be said about revenues. The major sources of revenue for the University's general operating budget are state general revenue appropriations (including state payment of the employer contribution for Social Security and retirement) and student fees. For cooperative extension activities, federal funds are also a significant revenue source. All of these funds are classified as "unrestricted," even though state funds may be appropriated to a specific unit and federal funds designated for specific programs. For budgetary purposes, unrestricted funds are pooled and can be shifted among programs. In the specific explanations of the budget that follow, reference is made to "state and other university funds," since program divisions among non-federal unrestricted funds are not available.

Besides unrestricted funds, the University as a whole, and Extension in particular, have various kinds of restricted revenue. One significant type of restricted revenue for Extension is grants and contracts for specified activities. A restricted source of revenue for Extension which is not even included in the operating budget is county contributions. These contributions are expended directly by the counties to support Cooperative Extension field activities.

PROGRAM CLASSIFICATION STRUCTURE

- 1.0 INSTRUCTION
  - U 1.1 General Academic Instruction (HEGIS discipline)
  - U 1.2 Occupational and Vocational Instruction (HEGIS discipline)
  - U 1.3 Community Education

- 2.0 RESEARCH
  - 2.1 Institutes and Research Centers
  - 2.2 Individual or Project Research

- 3.0 PUBLIC SERVICE
  - U 3.2 Community Services
  - C 3.3 Cooperative Extension Services
  - U 3.5 Specialized Training Programs

- 4.0 ACADEMIC SUPPORT
  - 4.1 Libraries
  - 4.2 Museums and Galleries
  - U 4.3 Audiovisual Services
  - 4.4 Computing Support
  - U 4.5 Ancillary Support
  - C, U 4.6 Academic Administration and Personnel Development

- 5.0 STUDENT SERVICE
  - 5.1 Student Service Administration
  - 5.2 Social and Cultural Development
  - 5.3 Counseling and Career Guidance
  - 5.4 Financial Aid Administration
  - 5.5 Student Support Services
  - 5.6 Intercollegiate Athletics
  - 5.7 Preparatory and Adult Basic Education
  - 5.8 Student Recruitment, Admissions, and Records

- 6.0 INSTITUTIONAL SUPPORT
  - C 6.1 Executive Management
  - 6.2 Fiscal Operations
  - 6.3 General Administrative Services
  - 6.4 Logistical Services
  - 6.5 Faculty and Staff Support Services
  - 6.6 Public Relations and Development
- 7.0 OPERATION AND MAINTENANCE OF PLANT
- 8.0 SCHOLARSHIPS AND FELLOWSHIPS
  - 8.1 Scholarships
  - 8.2 Fellowships

- 9.0 HOSPITALS

- 10.0 TRANSFERS
  - 10.1 Mandatory Transfers
  - 10.2 Nonmandatory Transfers

From Department of Higher Education Uniform Financial Reporting Manual

DEFINITIONS PERTAINING TO M.U. EXTENSION

1. EXTENSION -[7]

Extension is one of the three academic functions of higher education. By Board of Curators' policy extension encompasses all non-credit instruction, including Cooperative Extension, instruction for credit offered away from the originating campus and independent study through correspondence.

2. STATEWIDE EXTENSION -[8]

Statewide Extension is an administrative/budgetary unit which includes the office of the Vice President for Extension and all professional and paraprofessional staff headquartered in University of Missouri/Lincoln University Extension Centers throughout the state.

3. COOPERATIVE EXTENSION

Includes non-credit and problem solving programs in agriculture, business, community development, continuing education, home economics, and youth development in all 114 counties and the city of St. Louis (from College and University Business Administration (CUBA) program classifications for the University of Missouri Extension Budget).

Cooperative Extension is characterized by the cooperation between federal, state, and locals in funding and offering programs.

The federal guidelines for Cooperative Extension designate four program areas within Cooperative Extension:

Agriculture and Natural Resources - Extension work that deals with agriculture production, processing and marketing, forestry, fisheries, wildlife, conservation and related environmental improvement.

Community Resource Development - Extension work that is directed toward the solution of community problems, achievement of community goals and the development of community leadership and community organizations and resources.

Home Economics - Extension work that pertains to individuals and families and has as its basic orientation the improved quality of family living.

4-H Youth - Extension work with either adults or youth in all subject areas which has as its basic orientation the personal development of youth of 4-H age.

4. UNIVERSITY EXTENSION (also known as General Extension)

At the University of Missouri, University Extension as shown in financial documents includes courses for credit administered by extension, correspondence study and non-credit instruction (excluding Cooperative Extension). The term "General Extension" is used at many institutions to include the extension programs (credit and non-credit) which are not included in Cooperative Extension.

5. SERVICE - (Public Service)

Service includes activities that are conducted primarily to provide non-instructional services beneficial to individuals and groups external to the university; includes entities or activities established as an integral ingredient of the instruction or research mission but by their existence provide valuable service to the public; e.g., hospital, dental clinic, etc.

6. LAND-GRANT UNIVERSITY

Morrill Act of 1862 authorized 30,000 acres of public land for each member of Congress from each state if the state agreed to accept the land and use the proceeds from its sale as a permanent fund for the "endowment, support, and maintenance of at least one college where the leading object shall be, without exluding other scientific and classical studies, to each such branches of learning as are releated to agriculture and the mechanic arts in such manner as the legislatures of the states may respectively prescribe in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

In accordance with the Department of Higher Education's program classification structure for uniform financial reporting:

[7] University of Missouri Extension funds are shown in instruction for credit, community education, public service, and academic support.

[8] Statewide Extension is shown in the categories of public service and academic support.

GENERAL DEFINITIONS

Credit Courses (also Instruction for Credit) - Courses and coordinate educational activities which are offered by an institution of higher education and may be used to meet requirements of a college level diploma, degree, or similar academic award, including regularly approved and scheduled courses which (a) are requirements of degree programs or are developmental courses which prepare students for courses which are requirements of degree programs, and (b) are included in fee assessment determination but (c) do not result in credit hours that are applicable to a degree program. (From Coordinating Board definitions for reporting enrollment data). For budget reporting purposes credit courses are classified as "General Academic Instruction" and "Occupational and Vocational Instruction".

Non-Credit Courses (also Non-Credit Instruction) - Courses, seminars, workshops, and other educational activities or experiences offered by an institution of higher education which may not be used to meet requirements of any college level diploma, degree, certificate, or similar award. (From Coordinating Board definitions for reporting enrollment data). For budget reporting purposes, non-credit courses are classified as "Community Education".

University Service Area - Counties assigned by law (Section 174.010, RSMo 1969) to the state universities giving the schools primary areas of responsibility for public service and for commuter students in the counties. The Service Areas do not restrict the Universities from recruiting students from other counties or from offering courses in counties outside their Service Areas.

Continuing Education - Umbrella term covering learning a person obtains in furthering his or her education. Continuing education can be divided by content of courses offered for more description of type of education.

Preparatory and Adult Basic Education - Includes those institutional activities intended to give students the basic knowledge and skills they need in preparation for formal academic course work leading to a postsecondary degree or certificate. Also included in this activity center are those instructional activities that must be taken prior to beginning work on a postsecondary degree or certificate in order to fulfill a standard requirement (such as high school completion). (From Department of Higher Education Uniform Financial Reporting manual).

Continuing Occupational Education - Instructional activities designed to train, retrain or update participants in specific occupational skills.

Continuing Professional Education - Instructional activities designed for professions (doctors, lawyers, social workers, teachers, etc.) to update their knowledge in their specific fields. The participants in continuing professional education activities have typically received higher education degrees and are seeking further instruction to maintain current knowledge of their professions.

ontinuing Education Unit (CEU) - Measure of time spent in a non-credit continuing education activity. Typically the CEU equals number of total contact hours between instructor and student divided by 10. The CEU does not represent credit given for a course.

UNIVERSITY OF MISSOURI EXTENSION 1/

1976-77 BUDGET

COOPERATIVE EXTENSION 2/ and UNIVERSITY EXTENSION 3/

	COLUMBIA									
	COOPERATIVE EXTENSION (1)	UNIVERSITY EXTENSION (2)	TOTAL (3)	KANSAS CITY (4)	ROLLA (5)	ST. LOUIS (6)	STATE-WIDE EXTENSION (7)	TOTAL 4/ COOPERATIVE EXTENSION	TOTAL 5/ UNIVERSITY EXTENSION	GRAND TOTAL EXTENSION
deral Funds	$1,445,178	$ -	$ 1,445,178	$ 30,000	$ -	$ -	$ 5,253,984	$ 6,729,162	$ -	$ 6,729,162
unty Funds	-	-	-	-	-	-	110,000	110,000	-	110,000
es	-	1,925,000	1,925,000	713,000	525,000	458,000	-	-	3,621,000	3,621,000
ate (or Other Univ. Funds)	2,046,766	2,362,880	4,409,646	673,394	571,719	462,134	5,791,912	7,923,434	3,985,371	11,908,805
Total Gen. Op. Funds	3,491,944	4,287,880	7,779,824	1,416,394	1,096,719	920,134	11,155,896	14,762,596	7,606,371	22,368,967
ants & Contracts	-	2,100,000	2,100,000	90,000	375,000	489,000	100,000	-	3,154,000	3,154,000
iv. Ext. Council County	-	-	-	-	-	-	2,363,425	2,363,425	-	2,363,425
GRAND TOTAL	$3,491,944	$6,387,880	$ 9,879,824	$1,506,394	$1,471,719	$1,409,134	$13,619,321	$17,126,021	$10,760,371	$27,886,392
OBJECT OF EXPENDITURE										
Salaries & Wages	$2,855,148	$2,942,213	$5,797,361	$1,156,609	$870,866	$787,213	$10,171,700	$13,124,028	$5,659,721	$18,783,749
Operating Expense	656,749	1,422,674	2,079,423	272,854	245,447	152,979	1,052,603	1,728,614	2,074,697	3,803,311
Sub-Total	$3,511,897	$4,364,887	$7,876,784	$1,429,463	$1,116,313	$940,192	$11,224,303	$14,852,642	$7,734,418	$22,587,060
Estimated Budgetary Savings	(19,953-)	(77,007-)	(96,960-)	(13,069-)	(19,594-)	(20,058-)	(68,412-)	(90,046-)	(128,047-)	(218,093-)
TOTAL	$3,491,944	$4,287,880	$7,779,824	$1,416,394	$1,096,719	$920,134	$11,155,896	$14,762,596	$7,606,371	$22,368,967

Source: University of Missouri Budget Summaries 1976-77

Cooperative Extension - Non-credit, problem solving programs in Agriculture, Business, Community Development, Continuing Education, Home Economics, and Youth Development.

University Extension - credit courses and non-credit conferences and short courses.

Total Cooperative Extension, column 8, includes column 1 and column 7 plus Cooperative Extension expenditures for UMKC $48,517 and UMR $65,939.

Total University Extension, column 9, includes column 2,4,5, and 6, less Cooperative Extension expenditures for UMKC and UMR.

COOPERATIVE EXTENSION

Cooperative Extension Services are carried out with support from the federal government, state governments, and local governments. The national average of funding for Cooperative Extension Services approximates 40% Federal, 40% State and 20% local. There are four broad program categories, namely; agricultural and natural resources, home economics, 4-H youth, and community resource development: Cooperative Extension Service is authorized by three Act of Congress. These are the Smith Lever Act, as amended; The Rural Development Act of 1972; and the D.C. Public Post-secondary Education Reorganization Act. The U.S.D.A. directs the extension efforts on the federal level.

The preceding page shows expenditures and revenues for extension activities of the University of Missouri for FY 1977. The following narrative refers to the figures in that table.

In column (1) is a series of figures showing the amount of funds utilized by the Columbia Campus to perform the Cooperative Extension duties. Columbia has $3,491,944 budgeted for 76-77. The Columbia Campus has the most money budgeted for on-campus Cooperative Extension. The Kansas City Campus has $48,817 budgeted for on-campus activities dealing with Cooperative Extension. Of this total $18,817 is state or other university funds and $30,000 is federal funds. On the Rolla Campus there is budgeted $65,939 for on-campus Cooperative Extension, all of which is state or other university funds. The amount of funds for Cooperative Extension for UMR and UMKC are shown in the footnotes.

Column (7) deals with Statewide Cooperative Extension. Statewide Extension is one component of Cooperative Extension and deals with all the off-campus activities of Cooperative Extension. Also included in Statewide Extension is the office of the Vice President of Extension.

Column (8) Total Cooperative Extension, shows the total expenditures for Cooperative Extension efforts of the University. There are 3 major sources of funds. Each of these will be discussed separately.

Federal Funds: In FY 76-77 Cooperative Extension was budgeted $6,729,162 in federal funds. These funds were authorized by the Acts of Congress mentioned earlier. A considerable portion of these federal funds is earmarked for specific purposes and must be used for these purposes if accepted by the states. There are also many other limitations associated with the use of federal funds. Some of these are that no classes may be offered for credit, no buildings may be constructed and certain programs must be funded at acceptable levels. The U.S.D.A. must approve plans of work and annual budgets to assure that requirements are being met. As stated earlier, the national average of federal funds in a state's Cooperative Education Services is 40%. In 1976-77 Missouri's Cooperative Education effort was funded at 39.3%.

County Funds: This total of $110,000 is a minor source of funding and is really a component of the local effort. This money is contracted with the University to provide services. More will be said about this later.

State (or other University Funds): In fiscal year 77 the University was budgeted for $7,923,434. This represents the State effort associated with Cooperative Extension. This was 46.3% of the total for FY 77. These funds cannot technically be considered exclusively state general revenue but are a composite of all unrestricted university funds which include general revenue. In the campus break-down there is $2,046,766 for Columbia, $18,817 for UMKC and $65,939 for UMR.

The previous three funding sources cited comprise the University operating budget for Cooperative Extension. The University Extension Council County funds are not a part of the University's operating budget but are a significant part of the funding for Cooperative Extension. These are addressed below.

University Extension Council County: These funds represent the local effort involved for Cooperative Extension Services for State of Missouri. In 1976-77 there was budgeted $2,363,425 which is 14.4% of the total funding. (The 14.4% includes the $110,000 in county fees that are "contracted" with the University.) The majority of these funds consist of county court appropriations to the Councils. Other minor sources includes non credit courses fees, other fees (such as soil test fees), donations and fund balances carried over from previous years.

The major uses of University Council County Funds are salaries for clerical staff and professional travel and subsistence expenses. Funds are also used for office supplies, rent, etc. but these are minor compared with the other uses.

The total budget in FY 77 for Cooperative Extension was $17,126,021. The total operating budget of the University of Missouri for Cooperative Extension was $14,762,596. The University Extension Council funds of $2,363,425 make up the difference.

UNIVERSITY EXTENSION

University Extension administers credit courses conducted off the four npuses, all correspondence courses, and all non-credit activities held on or f campus.

For FY 77 the total budget for University Extension was $10,760,371. The urces of funds and an explanation of each follows:

$3,621,000 from fees - These fees are charged to participants in credit, n-credit, and correspondence courses. The total fees charged by all campuses r credit courses is $1,296,411 and for non-credit courses is $2,324,589.

$3,985,371 from state and other university funds - These funds provide r the indirect costs that may not be recovered from correspondence and credit urses taught off campus (these courses for all practical purposes are self-pporting). These funds also provide for the costs of non-credit courses, some the expenses of which may be partially recovered through fees.

$3,154,000 from grants and contracts - Grants and contracts given to and gotiated with the university cover a wide variety of areas as they relate to tension activities. Page 6 gives a summary of the number and amount of grants d contracts per campus. The staff has in its records and for your perusal a mmary for each grant, giving the title, administrative unit, effective dates, st, funding agency and description.

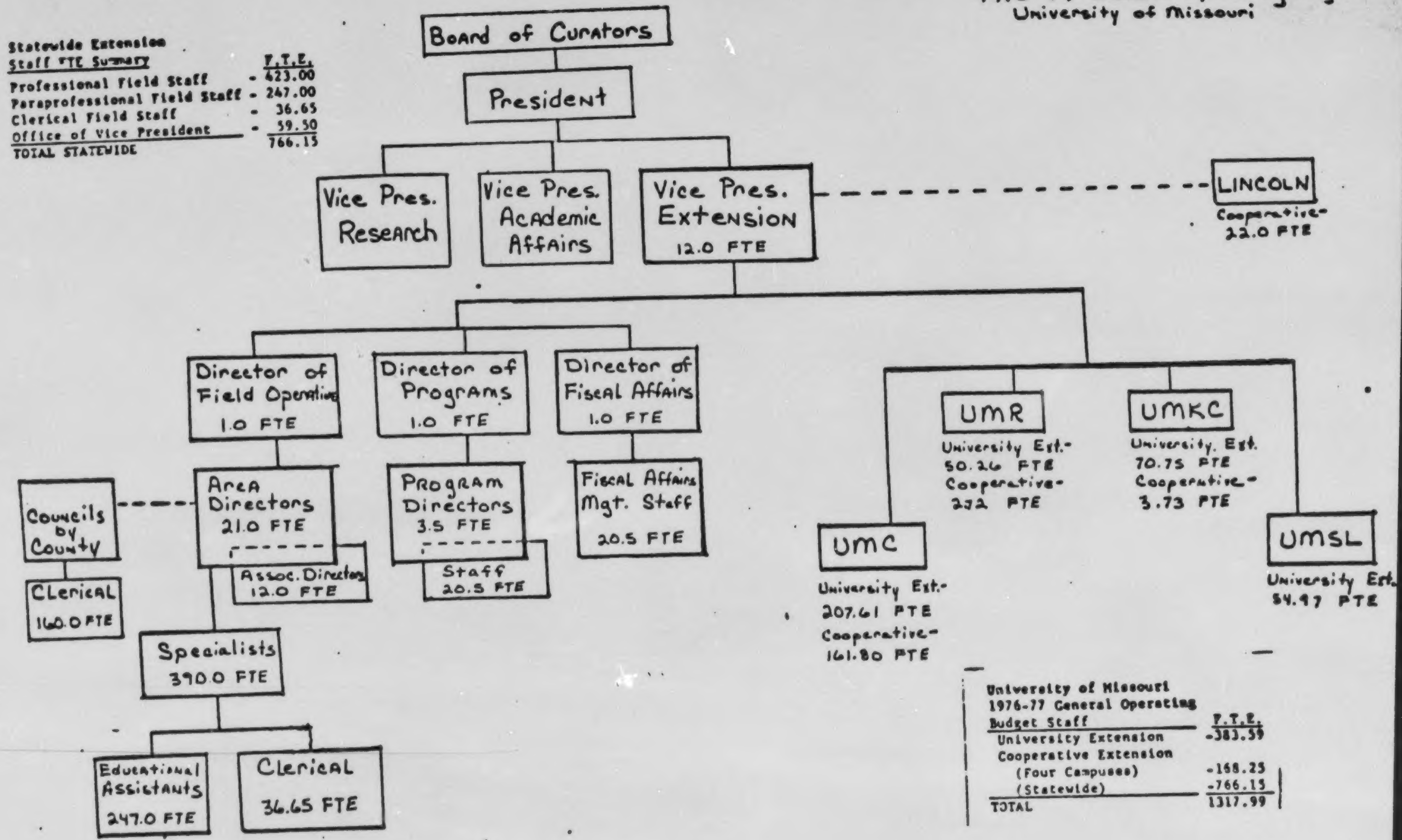
The total budget for each campus is determined by the President of the iversity. The Chancellor of each campus then allocates the funds to each llege and school, specifying the amount to be used for extension activities. the level of the colleges and schools are the decisions made concerning the pe and number of credit and non-credit courses to be offered, the amount of es (if any) to be charged for the non-credit courses, and the specific decisions plying to the use of the extension funds that have been allocated by the Chancellor.

The following two pages illustrate the organizational structure and staffing of extension at the University. The first shows where various parts of extension activity fit into the overall organization of the university; the second shows the FY 1977 staffing levels for different parts of the extension structure.

1976-77 General Operating Budget
University of Missouri

Statewide Extension
Staff FTE Summary

		F.T.E.
Professional Field Staff	-	423.00
Paraprofessional Field Staff	-	247.00
Clerical Field Staff	-	36.65
Office of Vice President	-	59.50
TOTAL STATEWIDE		766.15

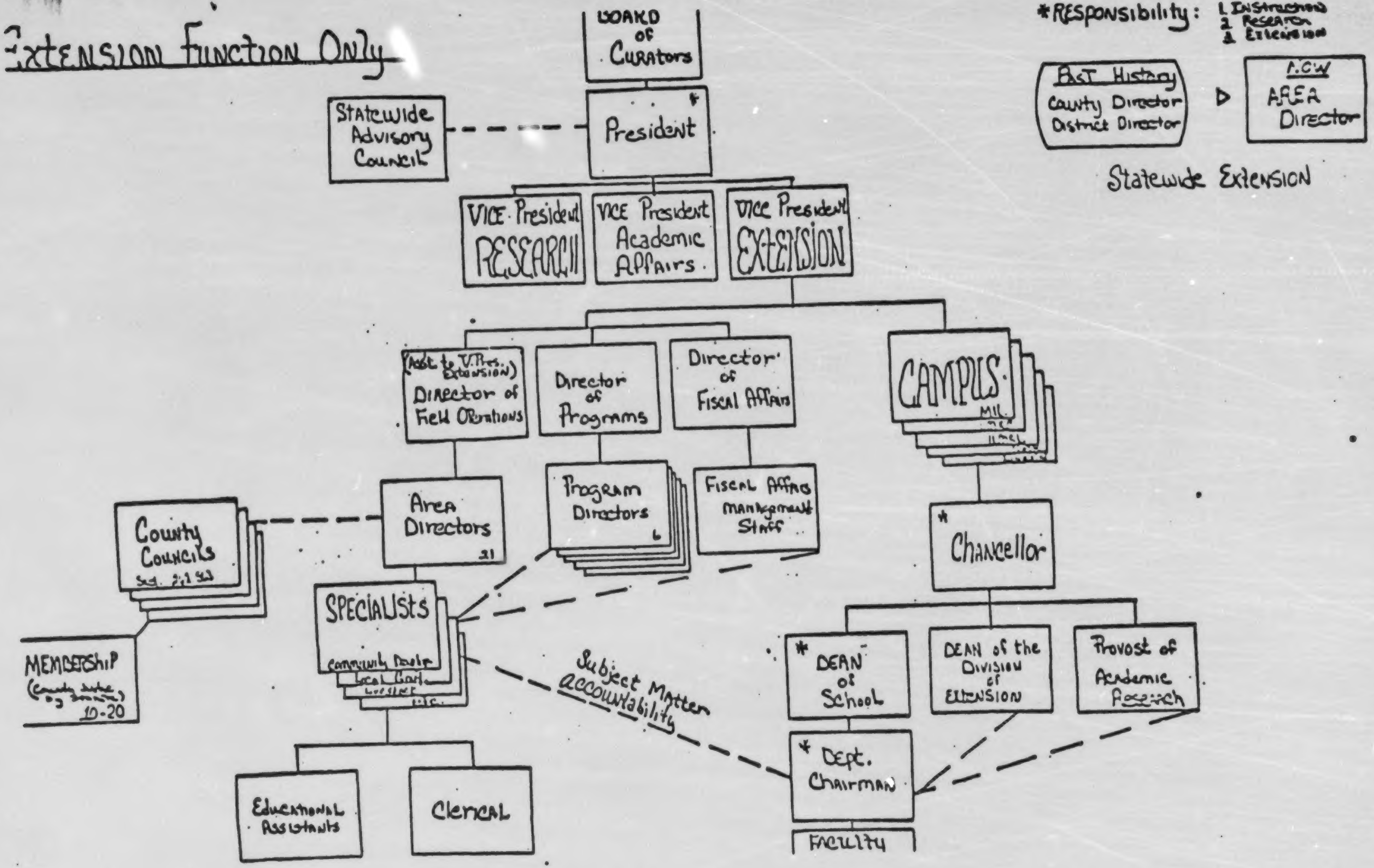


Board of Curators
President
Vice Pres. Research
Vice Pres. Academic Affairs
Vice Pres. Extension 12.0 FTE
LINCOLN
Cooperative- 22.0 FTE
Director of Field Operations 1.0 FTE
Director of Programs 1.0 FTE
Director of Fiscal Affairs 1.0 FTE
Councils by County
Clerical 160.0 FTE
Area Directors 21.0 FTE
Assoc. Directors 12.0 FTE
Specialists 390.0 FTE
Educational Assistants 247.0 FTE
Clerical 36.65 FTE
Program Directors 3.5 FTE
Staff 20.5 FTE
Fiscal Affairs Mgt. Staff 20.5 FTE
UMC
University Ext.- 207.61 FTE
Cooperative- 161.80 FTE
UMR
University Ext.- 50.26 FTE
Cooperative- 272 FTE
UMKC
University Ext. 70.75 FTE
Cooperative- 3.73 FTE
UMSL
University Ext. 54.97 FTE

University of Missouri
1976-77 General Operating
Budget Staff

	F.T.E.
University Extension	-383.59
Cooperative Extension	
(Four Campuses)	-168.25
(Statewide)	-766.15
TOTAL	1317.99

Extension Function Only


BOARD of Curators
President
Statewide Advisory Council
VICE President RESEARCH
VICE President Academic Affairs
VICE President EXTENSION
(Asst. to V. Pres. Extension) Director of Field Operations
Director of Programs
Director of Fiscal Affairs
CAMPUS
MU
Area Directors
21
Program Directors
6
Fiscal Affairs Management Staff
Chancellor
County Councils
MEMBERSHIP
10-20
SPECIALISTS
Community Devlp.
Local Govt.
etc.
Subject Matter Accountability
DEAN of School
DEAN of the Division of Extension
Provost of Academic Research
Dept. Chairman
FACULTY
Educational Assistants
Clerical
*RESPONSIBILITY:
1. Instruction
2. Research
3. Extension
Past History
County Director
District Director
NOW
AREA Director
Statewide Extension

APPENDIX D

SUMMARY OF SURVEY OF NON-CREDIT INSTRUCTION

Non-Credit Instruction in Missouri
Fiscal Year 1977

In July 1977, Governor Joseph P. Teasdale issued an executive order establishing the Missouri Extension Study Commission. One area of concern of the commission members was the extent of on and/or off campus non-credit instruction activities of the various public institutions of higher education in Missouri. In order to identify the non-credit activities, survey forms were mailed to twenty eight Missouri public junior and senior colleges. (Appendix A contains a list of the institutions surveyed.) The Missouri Department of Elementary and Secondary Education supplied information on local public high schools' offerings in adult education for fiscal year 1977. Statewide Extension of the University of Missouri completed survey forms on non-credit activities of the extension program.

Included in the non-credit survey were non-credit courses, public service seminars, one day informational workshops and other organized instructional activities held on or off campus from July 1, 1976 to June 30, 1977. Activities such as teachers' meetings held on campus but sponsored by an organization other than the institution were not included in the survey. Information requested from the schools consisted of: course or activity title; impetus for offering the course (required by industry/business, political subdivision, government agency, citizens and students, or faculty and administrators); number of times the class met; total hours of participant-instructor contact; headcount enrollment; course fees charged the participants; whether or not the course was self-supporting (to be self-supporting, the total fees collected from participants were to cover the total direct cost of the course); county the course was offered in; and status of the course instructor (regular or adjunct faculty member). Appendix B contains the actual survey form.)

In analyzing the survey, the courses were classified according to nine types: agriculture; community/public sector; continuing professional education; business and industry; home economics; personal interest and leisure; vocational/technical;

SUMMARY OF SURVEY

1. A total of 8,306 non-credit courses were offered in Missouri in fiscal year 1977 by fifteen public junior colleges, nine public senior instructions, four University of Missouri campuses and Statewide Extension, and the local public high schools. (The list of institutions surveyed is provided in Appendix A).

2. Non-credit courses were offered in every Missouri county, St. Louis City and out-of-state with a total enrollment of 468,436. (Appendix C contains enrollment by institution).

3. Twenty-two counties were served only by the Statewide Extension program of the University of Missouri (See Appendix D).

4. Only three of the thirty institutions surveyed reported offering more non self-supporting than self-supporting courses. Of the 8,306 courses offered, 4,059 were reported as self-supporting, 873 were reported as non self-supporting, and 3,374 were funded under cooperative extension. Courses funded under cooperative extension by federal law may not charge cost of instruction to participants. (Appendix E).

5. Duplication of courses between institutions, in the sense of more than one institution offering courses in the same geographic area, appeared to be minimal from the survey. In most cases where duplication seemed to occur, study of individual courses justified the course offerings. The course contents were either different or the number of participants in the courses justified offering similar classes.

6. The public junior colleges generally did not offer courses outside their junior college districts.

7. The only schools offering courses out-of-state were the University of Missouri at Kansas City, Rolla and St. Louis and Statewide Extension. These courses were actually lectures or appearances at national conferences by an instrudtor rather than a typical course offering. The courses were self-supporting, often funded under a grant or contract. A total of 36 "courses" were offered out-of-state during fiscal year 1977.

8. The largest enrollments in non-credit courses came under the category of "Personal Interest and Leisure" for all types of institutions (junior colleges, four-year institutions, local public high schools, and Statewide Extension). For the four-year colleges and universities as a group, the number of course offerings was greater in courses other than personal interest and leisure, indicating some specialization in the types of courses offered (for example, offerings in engineering, dentistry and medicine by the campuses of the University of Missouri, and in emergency vehicle driver training at Central Missouri State). Enrollment in these specialized courses, however, was typically much smaller than for personal interest and leisure courses. Regarding other institutions, it should be noted that the local public high schools and junior colleges are well-suited to offering general interest courses to adults in their communities. The school facilities are financed, in part, through local tax effort, and are located conveniently for the general population's use. (Appendix F).

9. Over 46% of the courses offered by public junior and senior institutions in fiscal year 1977, were in response to citizen requests for the classes. The second largest request was from governmental agencies, state or federal, with 850 courses requested. (See Appendix G for listing of impetus for course offerings.) The courses offered by local public high schools were not included in the tabulation of impetus for course offerings.

APPENDIX A

Institutions surveyed by the Governor's Missouri Extension Study Commission, Non-Credit Activities, Fiscal Year 1977

STATE SENIOR COLLEGES AND UNIVERSITIES

Central Missouri State University (CMSU)
Harris-Stowe College
Lincoln University
Missouri Southern State College (MSSC)
Missouri Western State College (MWSC)
Northeast Missouri State University (NEMSU)
Northwest Missouri State University (NWMSU)
Southeast Missouri State University (SEMSU)
Southwest Missouri State University (SWMSU)
University of Missouri-Columbia (UMC)
University of Missouri-Kansas City (UMKC)
University of Missouri-Rolla (UMR)
University of Missouri-St. Louis (UMSL)

STATE JUNIOR COLLEGES

Crowder College
East Central Junior College
Jefferson College
Metro Community Colleges
--Longview Community College
--Maple Woods Community College
--Penn Valley Community College
--Pioneer Community College
Mineral Area College
Moberly Area Junior College
St. Louis Community College
--at Forest Park
--at Florissant Valley
--at Meramec
State Fair Community College
Three Rivers Community College
Trenton Junior College

STATEWIDE EXTENSION - University of Missouri

LOCAL PUBLIC HIGH SCHOOLS - Data furnished by the Missouri Department of Elementary and Secondary Education

APPENDIX B

MISSOURI EXTENSION STUDY COMMISSION

Room 123, Capitol Building
Jefferson City, Missouri 65101

Tindall, *Chairman*
Missouri 65248
248-3132

Pile
Missouri 64402
726-3490

Runyan
Box 630
City, Missouri 65101
751-3359

Kinchen
Box 311
Missouri 63857
4571

Mohler
Missouri Boulevard
on City, Missouri 65101
634-3171

Sharon G. Anderson
Spruce
City, Missouri 64130
921-9853

ators:

Norman L. Merrell
Missouri 63457
787-5463

Warren Welliver
Guitar Building
0 Box 758
Missouri 65201
449-0854

Emory Melton
West 9th Street
Missouri 65625
847-4144

presentatives:

Steve Vossmeyer
Westminster
Louis, Missouri 63112
863-2591

Morris G. Westfall
2
Missouri 65663
445-2220

James L. (Jim) Russell
3
Missouri 64485
324-3008

August 26, 1977

TO: Presidents of Missouri Public Higher Education Institutions

FROM: Gary O. Passmore, Director, Division of Budget and Planning

RE: Survey of On and/or Off Campus Non-Credit Instruction

In June 1977, Governor Teasdale issued an Executive Order establishing the Missouri Extension Study Commission. The Commission has, as one of its areas of concern, an interest in on and/or off campus non-credit activities of the various institutions of higher education throughout the state. The Governor has assigned me to direct the staff of the Extension Study Commission.

Attached are survey forms for non-credit courses, workshops, public service seminars, etc., to be completed by your institution. Instructions for completing the forms are attached. You will notice the survey format is very similar to the survey of off-campus credit instruction recently distributed by the Department of Higher Education, which we also hope to use in the extension study effort. I hope the similarities to the previous survey will facilitate your completion of this one. We have included a separate page for narrative description and examples of the television, radio and audio cassette materials your institution is producing.

Please return the completed forms to 123 Capitol Building, Jefferson City, by September 12. The Commission is working under a deadline in completing the study and would like to have the survey results available before holding public hearings on extension issues in late September. Information from the survey will also be available for use by the Coordinating Board for Higher Education, Senate and House Appropriation staffs, and the Office of Administration.

Thank you very much for your help in this study. If you have any questions about the enclosed survey, please contact Susan Jenkins of the Division of Budget and Planning at (314) 751-4150.

GOP:fgm

Enclosures

INSTRUCTIONS FOR COMPLETING EXTENSION STUDY COMMISSION SURVEY OF NON-CREDIT INSTRUCTI

Non-Credit Instruction

Include all non-credit courses, public service seminars, one-day informational workshops and other organized instructional activities held on or off campus sponsered by or offered under the auspices of the institution from July 1, 1976 to June 30, 1977. (Activities such as teachers' meetings held on campus but sponsored by another organization should not be included.) References to "course" in the remainder of the instructions should be read to include the seminars, workshops, and other activities requested.

On a separate sheet describe all television, radio and audio cassette informational materials produced by your institution in conjunction with your "extension/continuing education" programs.

Course Title

Give title of course as it appeared in publications of course offerings. If the title does not clearly indicate course content, give short description of course.

Impetus for Course

Give impetus for offering the course by code below.

It was requested by:

1. Industry/business
2. Political subdivision (city, county, etc.)
3. Government agency (state or federal)
4. Citizens, students
5. Faculty/school administration

If industry/business requested the course, attach separate sheet giving name of course and industry.

Number of Class Meetings

List number of times the class met.

Contact Hours

Give total hours of participant-instructor contact in the course.

Headcount Enrollment

The total number of participants reported as enrolled in the course (or the attendance at the course in the case of a one-day workshop).

Course Fees

Total charge per participant.

Self-Supporting

To be self-supporting, the total fees plus restricted revenue (contracts, etc.) for the course must cover the total direct costs of the course. Direct costs include salary of the instructor, costs of the facility, materials, and publicity for the course.

Indicate "yes" or "no" in the "self-supporting" column according to the above definition. Use as many lines as necessary to provide the following information:

Expenditures

Total $__________

Income

Student Fees $__________
State General Revenue $__________
Federal Funds $__________
Other (specify source) $__________
Total $__________

Location

Name of city and county where the course was held.

Instructor

Indicate the status of the instructor who taught the cou by inserting the appropriate number from the code lis at the bottom of the form. Indicate whether the cou was taught by a regular faculty member teaching course as a part of his or her normal term workload, b regular faculty member teaching it on an overload basi by an adjunct faculty member hired to teach the cours

TO: Susan Jenkins (Telephone 314/751-41[illegible])
123 Capitol Building
Jefferson City, Missouri 65101

EXTENSION STUDY COMMISSION SURVEY OF NON-CREDIT INSTRUCTION

Due September 12, 1977

Course Title	Impetus For Course	Number Class Meetings	Contact Hours	Headcount Enrollment	Course Fees	Self-Supporting	Location	*Instructor	Do Not Write In This Column

Institution ______________________________

Prepared by ______________________________

Telephone ____________________

*Instructor

1. Regular - Inload
2. Regular - Overload
3. Adjunct

Narrative Description and Examples of Television/Radio/Audito Cassette Materials

1. Television - (attach additional pages if necessary)

2. Radio - (attach additional pages if necessary)

3. Audio Cassette - (attach additional pages if necessary)

Non-Credit Course Requested by Industry/Business

ourse Title	Industry/Business

APPENDIX C

Enrollment, by Institution, In Institutional Home and Other Locations, FY 1976-77

State Senior Colleges and Universities

CMSU	Johnson	7,241
	9 counties and St. Louis City	200
	TOTAL	7,441
Harris-Stowe	St. Louis City	768
	1 county	100
	TOTAL	868
Lincoln	Cole	387
	4 counties	247
	TOTAL	634
MSSC	Jasper	706
	TOTAL	706
MWSC	Buchanan	2,895
	1 county	15
	TOTAL	2,910
NEMSU	Adair	741
	TOTAL	741
NWMSU	Nodaway	3,981
	1 county	30
	TOTAL	4,011
SEMSU	Cape Girardeau	1,519
	TOTAL	1,519
SWMSU	Greene	4,575
	TOTAL	4,575
UMC	Boone	39,704
	77 counties and St. Louis City	22,464
	TOTAL	62,168
UMKC	Jackson	14,345
	40 counties and out-of-state	19,305
	TOTAL	33,650
UMR	Phelps	5,742
	7 counties, St. Louis City and out-of-state	1,010
	TOTAL	6,752
UMSL	St. Louis	8,360
	19 counties, St. Louis City and out-of-state	6,642
	TOTAL	15,002

APPENDIX C (continued)

Enrollment, by Instituion, In Institutional Home and Other Locations, FY 1976-77

State Junior Colleges

Crowder	Newton	3,852
East Central	Franklin	101
Jefferson	Jefferson	2,847
Metro-Longview	Jackson	133
Metro-Maple Woods	Clay	996
	1 county	17
	TOTAL	1,013
Metro-Penn Valley	Jackson	422
Metro-Pioneer	Jackson	7,988
Mineral Area	St. Francois	189
Moberly	Randolph	208
	3 counties	65
	TOTAL	273
St. Louis-Forest Park	St. Louis City	1,337
St. Louis-Florissant Valley	St. Louis	8,554
St. Louis-Meramec	St. Louis	7,618
State Fair	Pettis	188
	1 county	9
	TOTAL	197
Three Rivers	Butler	276
Trenton	Grundy	160
Public High Schools	59 counties and St. Louis City	81,314
Statewide Extension	Every Missouri county, St. Louis City, and out-of-state	211,185

APPENDIX D

Counties Served Only By Statewide Extension

County	Enrollment
Atchison	948
Caldwell	601
Carter	271
Dade	976
Douglas	1,888
Holt	1,198
Knox	2,355
Lewis	310
Madison	525
McDonald	1,372
Mercer	454
Mississippi	259
Moniteau	2,145
New Madrid	964
Oregon	911
Putnam	419
Ralls	394
Ripley	576
Scotland	1,535
Shelby	452
Sullivan	816
Webster	775

APPENDIX E

Number of courses reported as self-supported, non self-supported, and financial through Cooperative Extension

INSTITUTION	SELF-SUPPORTING	NON SELF-SUPPORTING	COOPERATIVE EXTENSION
CMSU	25	1	
Crowder	15	3	
DESE	1,484	-	
East Central	1	-	
Harris-Stowe	16	11	
Jefferson	71	63	
Lincoln	11	7	
Metro-Longview	5	4	
Metro-Maple Woods	28	7	
Metro-Penn Valley	25	-	
Metro-Pioneer	406	58	
Mineral Area	11	-	
Moberly	6	4	
MSSC	35	-	
MWSC	27	55	
NEMSU	13	-	
NWMSU	20	17	
SEMSU	10	1	
St. Louis-Forest Park	65	11	
St. Louis-Florissant	202	23	
St. Louis-Meramec	112	155	
State Fair	-	20	
Statewide Extension	139	93	3,356
SWMSU	9	5	
Three Rivers	2	2	
Trenton	1	1	
UMC	610	205	15
UMKC	317	60	3
UMR	56	22	
UMSL	337	45	
TOTAL	4,059	873	3,374

GRAND TOTAL - All Courses 8,306

% of total courses offered 48.9% 10.5% 40.6%

[illegible]

Enrollment in Categories of Courses

STITUTION	COURSE TYPE									
	AGRIC.	COMM./ PUBLIC SECTOR	CONT. PROF.	BUSINESS & IND.	HOME ECON.	PERS. INT. & LEISURE	VOC./ TECH.	BASIC SKILLS	CONT. PROF. ED.-TEACHERS	TOTAL
SU		297				7,144				7,441
rowder	270		30		95	3,307		150		3,852
ESC	202		48	466	3,435	70,076	5,328	1,759		81,314
ast Central				101						101
arris-Stowe		155		30	75	98			510	868
efferson		104	400		96	2,211	36			2,847
incoln		85	22		27	500				634
C. Metro-Longview						114			19	133
C. Metro-Maple Woods		17				974	22			1,013
C. Metro-Penn Valley						422				422
C. Metro-Pioneer	42	195	42	598	178	5,915	754	236	28	7,999
ineral Area						189				189
berly						116		157		273
SSC		324			42	340				706
SC					20	2,490			400	2,910
MSU						741				741
MSU	1,625	120		5		2,261				4,011
EMSU		144	400		100				875	1,519
t. Louis-Forest Park				87		813	22	415		1,337
t. Louis-Florissant		989	310	250	180	6,367	458			8,554
t. Louis-Meramec		21	317	491	103	6,515	171			7,618
tate Fair						197				197
tatewide Extension	94,637	9,052	2,547	3,057	17,465	82,866	141		1,420	211,185
MSU	1,500		129	330		2,616				4,575
Three Rivers						276				276
renton								135	25	160
MC	7,315	20,797	16,724	3,761		10,340	147		3,064	62,148
KC		325	14,655	328		18,317	25			33,650
MR			3,751	311		2,567		123		6,752
MSL		3,421	723	334	710	6,078	153	98	3,485	15,002
OTAL	105,591	36,046	40,098	10,149	22,526	233,850	7,257	3,073	9,846	469,436
of total Enrollment	22.5%	7.7%	8.6%	2.2%	4.8%	49.9%	1.5%	.7%	2.1%	100.0%

APPENDIX G
Impetus For Course Offerings
(Number of Courses)

stitution	REQUESTED BY: Industry/ Business	Political Subdivision	Govern. Agency	Citizens	Faculty/ Sch. Admin.	Professions	Agriculture Producers	Program Adv. Comm.
SU		1	12	13				
wder				14	4			
st Central	1							
rris-Stowe	4			10	13			
fferson	5	1	1	126	1			
coln		1	1	11	5			
tro-Longview				7	2			
tro-Maple Woods			1	34				
tro-Penn Valley				24	1			
tro-Pioneer	60	18	9	367	10			
eral Area				11				
erly			4	6				
C			1	34				
C	4	1	1	76				
SU				11	2			
SU	6	1	1		29			
SU			2	8	1			
Louis- rest Park				76				
Louis- orissant Valley	3	2	3	159	59			
Louis- ramec	19	2	10	32	204			
te Fair				20				
tewide tension	91	107	370	1,830	95	153	593	354
SU		1	4		9			
ee Rivers				4				
nton				2				
	90	216	238	57	9	213	5	2
C	4	1	29	80	12	239		15
	8		5	22		43		
L	22	2	160	104	87	6		1
AL	317	354	852	3,138	543	654	589	372
f total rses offered	4.6%	5.2%	12.5%	46.0%	8.0%	9.6%	8.6%	5.5%

APPENDIX E

SUMMARY OF SURVEY OF OFF-CAMPUS INSTRUCTION

THE DEPARTMENT OF HIGHER EDUCATION
600 CLARK AVENUE
JEFFERSON CITY, MISSOURI 65101
(314) 751-2361

TO: Cordell Tindall, Chairman
Extension Study Commission

FROM: Bruce Robertson BR

DATE: November 21, 1977

SUBJECT: Report on Off-Campus Credit Instruction

At the time of the first meeting of your study commission I testified concerning our Department's interest and activities in the objects of your study. At that time we informed you that we then had underway a survey of all off-campus credit instruction in Missouri during the fall term of 1976. That survey has been completed, and the first report of its analysis is attached hereto.

The report provides extensive data which should be of interest to you, and lists several conclusions. The harried reader is referred to the overview presented on pages 2 to 6. From my perspective, the most important outcomes of the study are two:

I. To our own surprise, the problem of unnecessary duplication by public colleges and universities is not extensive. There is not much overlap and most of what at first appears to be overlap seems reasonable when looked at more closely.

II. Three issues were identified for further study by this Department and its currently operating Off-Campus Task Force.

  A. Guidelines regarding the quality dimension of off-campus instruction are being developed with attention to appropriate use of faculty who are not members of regular faculty of the institution and faculty who are teaching off-campus in addition to teaching a full workload on-campus.

  B. The Department of Higher Education will conduct a study of the financing of off-campus credit instruction offered by the state-supported institutions.

C. The Off-Campus Task Force will recommend guidelines for more formalized coordination of offerings. The Department and Task Force will study carefully those few instances of:

1) Senior state-supported institutions offering lower division courses inside a state junior college district; and

2) More than one state-supported institution offering graduate teacher education courses in the same geographic area. The Metropolitan St. Louis area appears to be the primary area requiring additional study.

These three issues will be subject to thorough review in the coming months, and the results of those studies will be shared with the Governor and the General Assembly.

We hope that this report will be of use to your Commission and its staff. Should you or the staff have any questions, please contact Ms. Loretta Glaze Elliott, Department of Higher Education, Director of Research, directly.

cc: Members of the Commission
Gary Passmore

LGE/jh

OFF-CAMPUS CREDIT INSTRUCTION
IN MISSOURI: FALL 1976

LORETTA GLAZE ELLIOTT
DIRECTOR OF RESEARCH

DEPARTMENT OF HIGHER EDUCATION
STATE OF MISSOURI

NOVEMBER 21, 1977

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OFF-CAMPUS CREDIT INSTRUCTION IN MISSOURI

The master planning activities of the Coordinating Board for Higher Education, and the work of Governor Teasdale's Extension Study Commission, identified the need for information regarding courses offered by Missouri institutions of higher education at off-campus locations. In order to provide this information, the Department of Higher Education conducted a survey of off-campus education offered by Missouri colleges and universities. The survey was limited to those courses in which students earn regular college credit and which were offered at locations in Missouri other than the main campus of an institution or a recognized branch campus (such as the West Plains Residence Center of Southwest Missouri State University). In order for the survey to be comprehensive, this definition of off-campus courses was also applied to the state-supported two-year colleges, even though for funding purposes all courses offered within the junior college district are classified as on-campus courses. The primary intent of the survey was to ascertain where there appear to be problems of duplication of effort in the offering of off-campus credit instruction in Missouri and to identify whether the apparent duplication is indeed real. Other descriptive data were collected in order to gain a better understanding of factors related to the quality and financial dimensions of off-campus instruction to identify the direction any further studies should take.

The period surveyed was the fall term of 1976. Each institution provided data for each location where off-campus credit courses were offered. Detailed course information was provided, listing course level, course number and title, course type (such as general education), course credit hours, enrollment, and employment status of the faculty teaching the course. In addition, for each site, information was provided regarding whether the facility in which instruction was offered was owned, leased, or donated. A sample survey instrument is attached hereto as Appendix A.

A Profile of Off-Campus Credit Instruction In Missouri

The following observations based on the data furnished by the survey provide a summary profile of the study:

1. Ten state-supported senior institutions (including all campuses of the University of Missouri), eight state junior colleges and fifteen independent institutions offered 919 off-campus credit courses in the fall of 1976. The total enrollment in these courses was 17,460 students. (The list of institutions surveyed is provided as Appendix B with those institutions offering no off-campus courses identified.)

2. Seventy-one (71) counties and the City of St. Louis were served by off-campus credit offerings of the institutions.

3. Missouri higher education institutions offered courses at 251 specific, off-campus locations, most frequently in public

schools (109). Nearly three-fourths of the facilities used were donated (without charge) for the use of the institution offering the course. Only three facilities in which courses were offered were owned by the institution offering the course. (The University of Missouri - Columbia offered courses at the St. Charles County Extension Center at Weldon Springs and at the University of Missouri - St. Louis Library. Rockhurst College owns a facility in Kansas City in which it offered courses.) (See Tables C-1 and C-2 in Appendix C.)

4. Administrators were on-site at 52 of the 251 locations. Part-time administrators were on-site at 15 locations and full-time administrators were employed at 37 locations. These data indicate off-campus activities are administered primarily by the main campus administration. (See Table C-2 in Appendix C.)

5. Approximately 60% of the courses were taught by adjunct faculty (part-time faculty who are not members of the regular faculty of the institution). The senior state institutions employed a smaller proportion of adjunct faculty than state junior colleges or independent institutions. Almost two-thirds of the faculty teaching courses for the senior state institutions were regular faculty, and about one-third of these regular faculty were teaching in-load, i.e., as a part of their regular teaching load. (See Table C-3 in Appendix C.)

6. Missouri state-supported institutions enrolled 64% of the total students taking courses off-campus. Of the 6,282 students enrolled in courses offered by independent sector institutions, 40% were enrolled in courses offered by only one independent institution, Columbia College.

7. Off-campus credit courses provided two primary educational opportunities to Missouri citizens. First, almost 36% of the total enrollment was in lower division, general education courses such as those offered during the first two years of on-campus programs. The second largest portion (22%) consisted of graduate teacher education courses.

8. The survey data support the conclusion that, in general, there was not substantial wasteful duplication of effort in off-campus offerings. In most instances where there appeared to be potential duplication of effort, examination of the actual courses offered revealed appropriate reasons for the activities. For example, courses offered by an institution in areas where it has unique or special competence or courses which are required for professional licensing or certification are not necessarily duplicative even if offered in the same location by more than one institution. The critical factor is demand for the course as evidenced by enrollment.

9. The CBHE Off-Campus Task Force and the Department of Higher Education will be reviewing the data provided by the survey

for the next few months in order to explore more fully the question of coordination of offerings. The two specific issues which require further study are: (1) those three counties where a state-supported four-year institution is offering lower division courses inside a junior college district; and (2) those instances where two or more state-supported institutions are offering graduate teacher education courses in the same geographic area. Metropolitan St. Louis is the principal location where survey data indicate additional review is required.

10. The survey instrument collected summary budget data by site. However, in order to address the financial dimension of off-campus credit instruction, the total program budget must be analyzed, including the allocation of indirect costs, fee structures, etc. Although not successfully clarifying these issues because of inconsistencies in reporting, the survey has identified issues to be considered further as the Department of Higher Education undertakes its study of the financing of off-campus instruction in Missouri.

11. Related to the financing issue, data provided by the survey indicate that about three-fourths of the faculty employed by the state-supported institutions to teach off-campus courses were either regular faculty teaching on an over-load basis or were adjunct faculty. Such faculty are generally paid at a

lower rate than regular faculty teaching in-load. These data suggest that off-campus courses were probably provided at lower costs to the institutions than the costs of similar courses offered on campus. However, the extensive use of such faculty does raise questions with regard to quality which are being addressed by the CBHE Off-Campus Task Force.

Geographic and Programmatic Distribution of Off-Campus Education

During the fall semester of 1976, Missouri state-supported and independent institutions offered 919 off-campus credit courses enrolling 17,460 students, in seventy-one counties and the City of St. Louis. The state senior institutions offered 39% of these courses, state junior colleges offered 25% and independent sector institutions offered 36%. In terms of numbers of students enrolled, among the state-supported senior institutions, the University of Missouri enrolled about 15% of the total students taking courses off-campus, while the other state four-year institutions enrolled about 25%.

The survey form requested the institutions to classify each course by level of offering, and to classify each course according to the following categories: general education; teacher education; other continuing professional education; occupational education; and a residual category, other, to be used only when a course could not be reported in one of the descriptive categories. This report has used the institutional classifications in almost all cases.

Over half (55%) of the students were enrolled in general education courses. This category includes those courses generally associated with an arts and sciences curriculum including the humanities, social sciences, and natural sciences, for example. Table 1 on page 8 displays the programmatic distribution of enrollment, by course type, for each group of institutions surveyed.

The state-supported senior institutions were the almost exclusive providers of teacher education at off-campus locations. Nearly two-thirds of all courses and of all students enrolled in off-campus courses offered by state senior institutions were in the field of teacher education. The state regional institutions enrolled almost twice the number of students in teacher education as the University of Missouri.

For both the state junior colleges and the independent institutions, most of the off-campus activity was in general education courses. Over three-fourths of the enrollment in courses offered by the state two-year institutions was in general education. The predominance of general education courses was even greater for the independent sector where approximately 90% of the total off-campus enrollments were in general education courses.

Enrollments by level of course offering are displayed on Table 2 on page 9 for each group of institutions surveyed. Almost half of all courses offered off-campus were lower division courses, offered primarily by the state junior colleges and the independent institutions. State senior institutions primarily offered graduate

TABLE I. ENROLLMENT BY TYPE OF COURSE IN OFF-CAMPUS CREDIT COURSES, BY INSTITUTIONAL TYPE, FALL 1976

TYPE OF COURSE	INSTITUTIONAL TYPE								TOTAL	
	STATE 4-YEAR		UNIV. OF MISSOURI		STATE 2-YEAR		INDEP.			
	NO.	PCT.	NO.	PCT.	NO.	PCT.	NO.	PCT.	NO.	PCT.
General Educ. Enrollment	568	3%	415	2%	3,163	18%	5,409	31%	9,555	54%
Teacher Educ. Enrollment	2,869	16%	1,594	9%	--	--	244	1%	4,707	26%
Other Cnt. Prf. Education Enrollment	876	5%	543	3%	465	3%	629	4%	2,513	15%
Occup. Educ. Enrollment	--	--	--	--	616	4%	--	--	616	4%
Other Enrollment	--	--	--	--	69	--	--	--	69	--
TOTAL Enrollment	4,313	25%	2,552	15%	4,313	25%	6,282	36%	17,460	99%

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[illegible] ENROLLMENT BY COURSE LEVEL IN OFF-CAMPUS CREDIT COURSES, BY INSTITUTIONAL TYPE, FALL 1976

COURSE LEVEL	INSTITUTIONAL TYPE				TOTAL
	STATE 4-YEAR	UNIV. OF MISSOURI	STATE 2-YEAR	INDEP.	
Lower Division % of Total Enroll.	512 3%	358 2%	4,313 25%	2,463 14%	7,646 44%
Upper Division % of Total Enroll.	1,198 7%	352 2%	-- --	2,903 17%	4,453 26%
Graduate % of Total Enroll.	2,603 15%	1,842 11%	-- --	916 5%	5,361 31%
TOTAL Enrollment % of Total	4,313 25%	2,552 15%	4,313 25%	6,282 36%	17,460 101%

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21 November 1977

level courses. Graduate enrollment accounted for about three-fourths of the off-campus enrollment for the University of Missouri. For the other state four-year institutions graduate courses accounted for about 60% of their total enrollment. For the independent institutions, graduate level courses were a relatively small part of their off-campus activities.

Lower Division Courses

Lower division courses were offered in 25 counties and the City of St. Louis during the fall 1976 semester. As shown in Table 2, almost 45% of the total off-campus enrollment was in lower division courses. Over 80% of these students were enrolled in general education courses. Only about 8% were enrolled in occupational education courses, with the remainder enrolled in courses classified in the other categories. Table D-2 in Appendix D displays institution by institution enrollment data for lower division courses.

Table 3 on pages 11-12 is a county by county presentation of all institutions offering lower division courses at off-campus locations. Five state senior institutions, Central, Northeast, and Southeast Missouri State Universities, and the Rolla and St. Louis campuses of the University of Missouri, offered lower division courses in 11 counties. While three of these counties are in junior college districts, examination of types of courses offered suggested it was level courses. Graduate enrollment accounted for about three-fourths of the off-campus enrollment for the University of Missouri. For the other state four-year institutions graduate courses accounted for about 60% of their total enrollment. For the independent institutions, graduate level courses were a relatively small part of their off-campus activities.

Lower Division Courses

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TABLE 3. ENROLLMENT IN LOWER DIVISION COURSES OFFERED AT OFF-CAMPUS LOCATIONS, BY COUNTY AND INSTITUTION, FALL 1976

County / Institution	COURSE TYPE					Total
	Gen. Educ.	Teacher Educ.	Cont. Prof. Educ.	Occup. Educ.	Other	
Audrain						
Northeast	--	--	37	--	--	37
Benton						
State Fair	--	--	--	--	15	15
Boone						
Northeast	14	--	--	--	--	14
Westminster	--	--	38	--	--	38
Buchanan						
Columbia Coll.	52	--	--	--	--	52
Cape Girardeau						
Columbia Coll.	27	--	--	--	--	27
Carter						
Three Rivers	--	--	35	75	--	110
Cole						
Columbia Coll.	30	--	--	--	--	30
Franklin						
E. Central	38	--	33	16	--	87
Greene						
Columbia Coll.	467	--	--	--	--	467
Jackson						
Central MO.	--	--	26	--	--	26
Longview	31	--	--	120	--	151
Pioneer	1,454	--	--	--	--	1,454
Avila	164	--	--	--	--	164
Columbia Coll.	162	--	--	--	--	162
MO. Valley	--	--	25	--	--	25
Rockhurst	194	--	--	--	--	194
Jasper						
Columbia Coll.	81	--	--	--	--	81
Jefferson						
Jeff. Coll.	504	--	--	22	--	526
Columbia Coll.	97	--	--	--	--	97
Johnson						
Central MO.	58	--	15	--	--	73
Moniteau						
Stephens	10	--	--	--	--	10
New Madrid						
Southeast	8	19	--	--	--	27
Nodaway						
Columbia Coll.	56	--	--	--	--	56
Oregon						
Columbia Coll.	200	--	--	--	--	200

TABLE 3. (continued)

County / Institution	COURSE TYPE					Total
	Gen. Educ.	Teacher Educ.	Cont. Prof. Educ.	Occup. Educ.	Other	
Pemiscot						
Southeast	16	--	--	--	--	16
Perry						
Southeast	20	--	--	--	--	20
Pulaski						
U.M.-Rolla	78	--	--	--	--	78
Drury	541	--	--	--	--	541
Ripley						
Three Rivers	25	--	--	--	--	25
St. Francois						
Southeast	31	9	--	--	--	40
St. Louis Co.						
Northeast	160	--	69	--	--	229
U.M.S.L.	265	--	15	--	--	280
Florissant V.	83	--	119	--	--	202
Forest Park	--	--	25	--	--	25
Meramec	747	--	--	192	--	939
Columbia Coll.	45	--	--	--	--	45
St. Louis U.	50	--	--	--	--	50
St. Louis City						
Central MO.	30	--	--	--	--	30
Florissant V.	44	--	29	--	--	73
Forest Park	211	--	164	141	54	570
Columbia Coll.	95	--	--	--	--	95
MO. Baptist	15	--	--	--	--	15
Webster	20	--	--	--	--	20
Warren						
Columbia Coll.	94	--	--	--	--	94
Wayne						
Three Rivers	26	--	60	50	--	136
TOTAL	6,243	28	690	616	69	7,646
% of Total	82%	--	9%	8%	1%	100%

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21 November 1977

not inappropriate for the institutions to offer the kind of courses provided. Indeed, the course offered by Southeast Missouri State University was offered on the campus of Mineral Area College and Central Missouri offered two courses on the Forest Park Campus in St. Louis. Lower division courses offered by the state senior institutions enrolled 870 students. The University of Missouri campuses enrolled less than 5% of all students taking lower division courses; the other state four-year institutions enrolled about 7%.

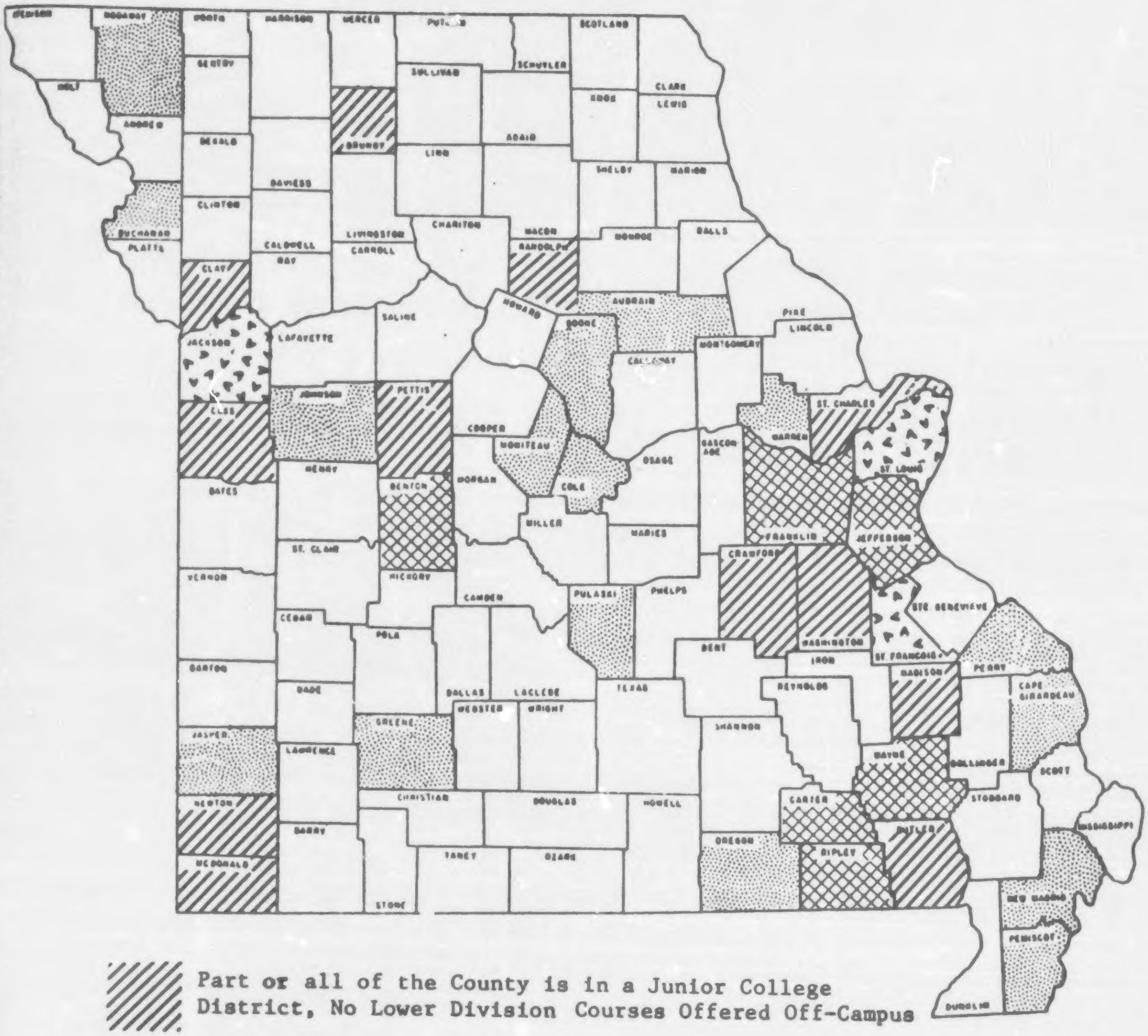
The state junior colleges offered only lower division courses and enrolled about one-fourth of the total students enrolled in all off-campus courses. As indicated above, almost three-fourths of these students were enrolled in general education courses. All courses offered by the state two-year colleges were offered in-district. Ten independent institutions offered lower division courses in fourteen counties and the City of St. Louis. These institutions enrolled 2,463 students in lower division courses, slightly under one-third of total enrollment in off-campus lower division courses. However, one independent institution, Columbia College, enrolled over half, 1,406, of these students taking lower division courses. Columbia College offered lower division courses in ten counties and the City of St. Louis. The other independent institutions, for the most part, offered lower division courses in or near their geographic location.

Sixty percent of the students taking lower division courses off-campus were enrolled in courses offered in the metropolitan Kansas City and St. Louis areas. Twenty-three percent of the enrollment in off-campus lower division courses occurred in counties not served by a junior college district. Figure 1 displays the geographic distribution of off-campus lower division enrollments on a county map of Missouri and indicates the counties which are entirely or in part within a state junior college district.

Upper Division Courses

Ten state-supported four-year institutions offered upper division courses at off-campus locations in 37 counties and the City of St. Louis. Only the University of Missouri - Kansas City, Missouri Southern and Missouri Western Colleges did not offer upper division courses off-campus. Thirteen independent institutions offered credit courses at the upper division level at off-campus locations in 15 counties and the City of St. Louis. However, the independent institutions enrolled 65% of the students taking upper division courses off-campus. Two institutions, Columbia College and St. Louis University, accounted for two-thirds of the students taking courses offered off-campus by the independent institutions. The enrollments in upper division courses offered by the independent institutions were predominantly in general education courses.

FIGURE 1. ENROLLMENT IN LOWER DIVISION CREDIT COURSES OFFERED OFF-CAMPUS BY STATE-SUPPORTED INSTITUTIONS, STATE OF MISSOURI, FALL 1976


ATCHISON
NODAWAY
WORTH
HARRISON
MERCER
PUTNAM
SCOTLAND
GENTRY
SULLIVAN
SCHUYLER
HOLT
CLARK
KNOX
LEWIS
ANDREW
GRUNDY
ADAIR
DEKALB
LINN
DAVIESS
SHELBY
MARION
CLINTON
BUCHANAN
PLATTE
CALDWELL
LIVINGSTON
CHARITON
MACON
RANDOLPH
MONROE
RALLS
CLAY
RAY
CARROLL
AUDRAIN
PIKE
SALINE
HOWARD
BOONE
JACKSON
LAFAYETTE
LINCOLN
MONTGOMERY
CALLAWAY
JOHNSON
PETTIS
ST. CHARLES
CASS
COOPER
WARREN
MONITEAU
GASCONADE
OSAGE
ST. LOUIS
HENRY
BENTON
MORGAN
COLE
BATES
MILLER
FRANKLIN
MARIES
JEFFERSON
ST. CLAIR
CRAWFORD
VERNON
HICKORY
CAMDEN
PULASKI
PHELPS
STE. GENEVIEVE
CEDAR
POLK
WASHINGTON
DENT
ST FRANCOIS
IRON
BARTON
PERRY
DALLAS
LACLEDE
TEXAS
REYNOLDS
MADISON
CAPE GIRARDEAU
DADE
WEBSTER
WRIGHT
SHANNON
JASPER
GREENE
LAWRENCE
WAYNE
BOLLINGER
SCOTT
CHRISTIAN
DOUGLAS
HOWELL
CARTER
STODDARD
NEWTON
MISSISSIPPI
BARRY
OREGON
RIPLEY
BUTLER
TANEY
OZARK
MCDONALD
STONE
NEW MADRID
PEMISCOT
DUNKLIN

▨ Part or all of the County is in a Junior College District, No Lower Division Courses Offered Off-Campus

░ Lower Division Courses Offered Outside a Junior College District By Four-Year State-Supported Institution

▩ Lower Division Courses Offered by the Junior College

♥ Lower Division Courses Offered by a Four-Year State-Supported Institution in a Junior College District

The senior state-supported institutions offered primarily teacher education and other continuing professional education courses (88% of all their enrollments). Less than 15% of all off-campus enrollments in courses offered by the University of Missouri were in upper division courses. Slightly over one-fourth of all students enrolled in off-campus courses offered by the other state four-year institutions were enrolled in upper division courses.

Table 4 displays upper division enrollments by county and institution. Type and level of courses offered were examined for those counties where more than one state-supported institution offered courses and where a state institution offered a course in an area in which another state institution is located. In all six such cases, the examination possible from the available data suggested that the activity was not inappropriate. For the most part, an institution was offering either courses in a subject matter area in which it has special or unique expertise or was offering a course for which there is demonstrable need among professionals, such as a course necessary to meet certification or licensing requirements. For example, a course in the psychology of exceptional children is currently required of all licensed teachers. The senior institutions appeared to have been making an effort in their upper division off-campus courses to bring opportunities to persons employed full-time who are interested in taking courses which are applicable to their careers.

TABLE 4. ENROLLMENT IN UPPER DIVISION COURSES OFFERED AT OFF-CAMPUS LOCATIONS,* BY COUNTY AND INSTITUTION, FALL 1976

County / Institution	COURSE TYPE					Total
	Gen. Educ.	Teacher Educ.	Cont. Prof. Educ.	Occup. Educ.	Other	
Barry						
Southwest	--	48	--	--	--	48
Boone						
Northeast	--	--	39	--	--	39
Buchanan						
Columbia Coll.	15	--	--	--	--	15
Butler						
Columbia Coll.	7	--	--	--	--	7
Cape Girardeau						
Columbia Coll.	8	--	--	--	--	8
Clark						
Northeast	--	17	--	--	--	17
Clay						
Central MO.	--	--	13	--	--	13
Cole						
Central MO.	--	--	10	--	--	10
U.M.-Col.	--	--	12	--	--	12
Columbia Coll.	34	--	--	--	--	34
Dunklin						
S.W.Baptist	--	43	--	--	--	43
Gasconade						
U.M.-Col.	--	--	12	--	--	12
Gentry						
U.M.S.L.	--	26	--	--	--	26
Greene						
Central MO.	--	--	23	--	--	23
Columbia Coll.	409	--	--	--	--	409
Harrison						
Northwest	--	25	--	--	--	25
Howell						
Southwest	--	15	--	--	--	15
Iron						
U.M.-Rolla	--	--	22	--	--	22
Jackson						
Central MO.	6	189	138	--	--	333
U.M.-Col.	--	--	77	--	--	77
Avila	16	--	--	--	--	16
Columbia Coll.	89	--	--	--	--	89
MO. Valley	--	--	158	--	--	158
Park	--	--	33	--	--	33
Rockhurst	52	--	--	--	--	52

TABLE 4. (continued)

County / Institution	COURSE TYPE					Total
	Gen. Educ.	Teacher Educ.	Cont. Prof. Educ.	Occup. Educ.	Other	
Jasper						
Southwest	--	11	--	--	--	11
Columbia Coll.	51	--	--	--	--	51
Jefferson						
Columbia Coll.	74	--	--	--	--	74
Johnson						
Central MO.	--	--	127	--	--	127
U.M.-Col.	--	--	5	--	--	5
Laclede						
Southwest	--	56	--	--	--	56
Lawrence						
U.M.-Col.	--	--	24	--	--	24
Maries						
Central MO.	--	21	--	--	--	21
Monroe						
Northeast	--	28	--	--	--	28
New Madrid						
Southeast	7	--	--	--	--	7
Nodaway						
Columbia Coll.	18	--	--	--	--	18
Oregon						
Columbia Coll.	187	--	--	--	--	187
Perry						
Southeast	--	8	--	--	--	8
Phelps						
U.M.S.L.	--	--	44	--	--	44
Drury	--	19	--	--	--	19
Pulaski						
Lincoln	--	38	--	--	--	38
Drury	108	27	--	--	--	135
Randolph						
Northeast	--	2	--	--	--	2
St. Charles						
Northeast	--	115	--	--	--	115
U.M.-Col.	--	--	21	--	--	21
Lindenwood	--	6	--	--	--	6
St. Francois						
Southeast	--	13	--	--	--	13

TABLE 4. (continued)

County / Institution	COURSE TYPE					Total
	Gen. Educ.	Teacher Educ.	Cont. Prof. Educ.	Occup. Educ.	Other	
St. Louis Co.						
Central MO.	--	--	15	--	--	15
Northeast	90	--	29	--	--	119
Columbia Coll	55	--	--	--	--	55
Lindenwood	--	25	--	--	--	25
St. Louis U.	415	--	--	--	--	415
Tarkio	--	--	40	--	--	40
St. Louis City						
Central MO.	--	--	64	--	--	64
U.M.-Col.	--	--	27	--	--	27
U.M.S.L.	72	--	--	--	--	72
Columbia Coll	157	--	--	--	--	157
Maryville	11	--	--	--	--	11
St. Louis U.	455	--	--	--	--	455
Stephens	17	--	--	--	--	17
Tarkio	56	--	250	--	--	306
Webster	68	--	--	--	--	68
Shelby						
Northeast	13	--	--	--	--	13
Vernon						
Southwest	--	18	--	--	--	18
Webster						
U.M.-Col.	--	--	10	--	--	10
Wright						
Southwest	--	20	--	--	--	20
TOTAL	2,490	770	1,193	--	--	4,453
% of Total	56%	17%	27%			100%

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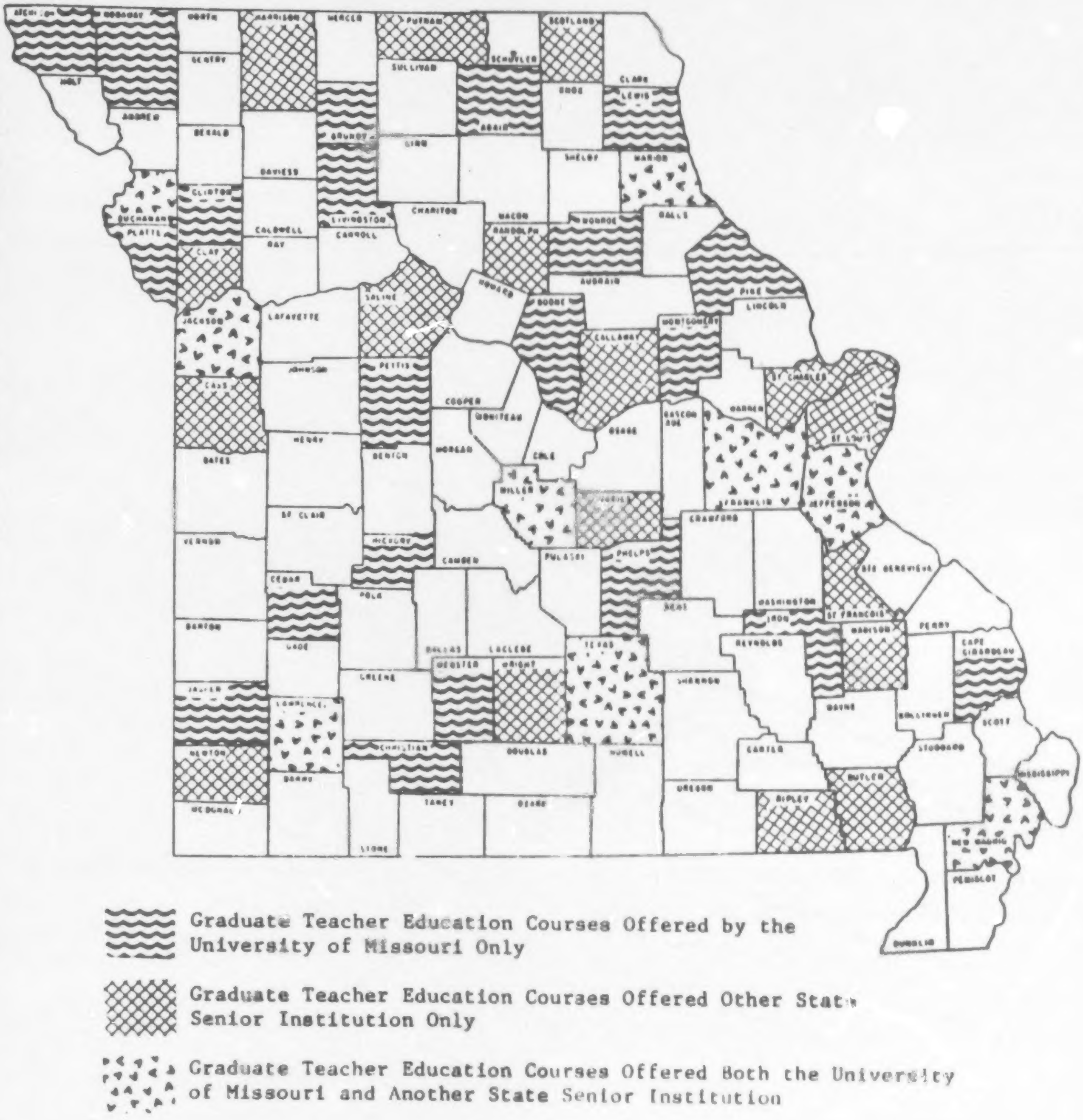
Graduate Courses

Enrollment in graduate courses accounted for slightly less than one-third of the total enrollment in off-campus courses. Courses were offered in 53 counties and the City of St. Louis. While graduate courses were offered in more counties than lower or upper division courses, almost one-half of the students taking graduate courses off-campus were enrolled in courses offered in the Kansas City and St. Louis areas.

The University of Missouri enrolled about one-third of all students taking off-campus graduate courses and the other state senior institutions enrolled almost one-half of all such students. These students were enrolled primarily in teacher education courses, representing 85% of all students taking graduate courses off-campus. In eleven counties and the City of St. Louis more than one state institution offered graduate courses in the term surveyed. Review of the courses offered in these instances shows that in some cases an institution was offering courses in subject matter areas of special unique competence. In other cases institutions were, apparently, meeting the needs and demands of local school teachers for opportunities to take graduate level courses on a part-time basis. The reward and promotion policies of the public schools are the source of much of the demand for institutions to offer graduate teacher education courses off-campus at locations convenient for evening attendance. Figure 2 presents the geographic distribution of graduate courses in teacher education taught by the state-

FIGURE 2. ENROLLMENT IN GRADUATE TEACHER EDUCATION CREDIT COURSES OFFERED OFF-CAMPUS BY STATE-SUPPORTED INSTITUTIONS, STATE OF MISSOURI, FALL 1976


ATCHISON
NODAWAY
WORTH
HARRISON
MERCER
PUTNAM
SCHUYLER
SCOTLAND
CLARK
GENTRY
SULLIVAN
ADAIR
KNOX
LEWIS
HOLT
ANDREW
DEKALB
GRUNDY
LINN
SHELBY
MARION
DAVIESS
BUCHANAN
CLINTON
CALDWELL
LIVINGSTON
CHARITON
MACON
MONROE
RALLS
PLATTE
CLAY
RAY
CARROLL
RANDOLPH
AUDRAIN
PIKE
LINCOLN
JACKSON
LAFAYETTE
SALINE
HOWARD
BOONE
CALLAWAY
MONTGOMERY
ST CHARLES
WARREN
ST LOUIS
CASS
JOHNSON
PETTIS
COOPER
MONITEAU
OSAGE
GASCONADE
FRANKLIN
JEFFERSON
BATES
HENRY
BENTON
MORGAN
COLE
MILLER
MARIES
CRAWFORD
ST CLAIR
HICKORY
CAMDEN
PULASKI
PHELPS
WASHINGTON
STE GENEVIEVE
VERNON
CEDAR
POLK
DALLAS
LACLEDE
DENT
IRON
ST FRANCOIS
PERRY
BARTON
DADE
REYNOLDS
MADISON
CAPE GIRARDEAU
GREENE
WEBSTER
WRIGHT
TEXAS
SHANNON
WAYNE
BOLLINGER
SCOTT
JASPER
LAWRENCE
CHRISTIAN
DOUGLAS
HOWELL
CARTER
STODDARD
MISSISSIPPI
NEWTON
BARRY
TANEY
OZARK
OREGON
RIPLEY
BUTLER
NEW MADRID
McDONALD
STONE
PEMISCOT
DUNKLIN
▤ Graduate Teacher Education Courses Offered by the University of Missouri Only
▦ Graduate Teacher Education Courses Offered Other State Senior Institution Only
▨ Graduate Teacher Education Courses Offered Both the University of Missouri and Another State Senior Institution

supported institutions. Table 5 displays graduate enrollment by institution, county by county.

Kansas City and St. Louis

Students enrolled in courses offered off-campus in the Kansas City and St. Louis areas comprised over one-half of the total enrollment in off-campus courses. Table 6 demonstrates that nearly one-half of these students were enrolled in lower division courses, 80% of whom were enrolled in general education courses. These courses were primarily offered by the state junior colleges located in those areas.

Only in graduate teacher education and lower and upper division general education courses is there the appearance of duplication of effort in these metropolitan areas among state-supported institutions. However, students enrolled in graduate courses offered by Northeast and Southeast State Universities represent only 12% of all students enrolled in graduate off-campus courses offered in the St. Louis area. Of the 300 students enrolled in courses offered by Southeast Missouri State University, 220 are enrolled in five sections of a single course: Psychology of the Exceptional Child. This course is required for public school teachers to maintain certification to teach in Missouri. Enrollments in lower and upper division general education courses offered by Northeast Missouri State University represent 8%, and those of Central represent less than 1%, of all students enrolled in such off-campus courses in the St. Louis area. These data indicate the volume of unnecessarily duplicative activity is not great.

TABLE 5. ENROLLMENT IN GRADUATE COURSES OFFERED AT OFF-CAMPUS LOCATIONS, BY COUNTY AND INSTITUTION, FALL 1976

County / Institution	COURSE TYPE					Total
	Gen. Educ.	Teacher Educ.	Cont. Prof. Educ.	Occup. Educ.	Other	
Adair						
U.M.-Col.	--	5	--	--	--	5
Atchison						
U.M.-Col.	--	8	--	--	--	8
Boone						
U.M.-Col.	--	25	10	--	--	35
Buchanan						
Northwest	--	157	59	--	--	216
U.M.-Col.	--	41	--	--	--	41
Butler						
Lincoln	--	--	17	--	--	17
Southeast	--	144	--	--	--	144
Callaway						
Northeast	--	19	--	--	--	19
Cape Girardeau						
U.M.-Col.	--	28	--	--	--	28
Cass						
Central MO.	--	18	--	--	--	18
Cedar						
U.M.-Col.	--	14	--	--	--	14
Christian						
U.M.-Col.	--	8	--	--	--	8
Clay						
Northwest	--	124	--	--	--	124
Clinton						
U.M.-Col.	--	6	--	--	--	6
Cole						
Central MO.	--	--	21	--	--	21
U.M.-Col.	--	--	105	--	--	105
U.M.-Rolla	--	--	19	--	--	19
Franklin						
Southeast	--	103	--	--	--	103
U.M.-Col.	--	6	--	--	--	6
Gasconade						
U.M.-Col.	--	--	2	--	--	2
Grundy						
U.M.-Col.	--	15	--	--	--	15
Harrison						
Northwest	--	58	--	--	--	58
Hickory						
U.M.-Col.	--	35	--	--	--	35
Iron						
U.M.-Col.	--	13	--	--	--	13

TABLE 5. (continued)

County / Institution	COURSE TYPE					Total
	Gen. Educ.	Teacher Educ.	Cont. Prof. Educ.	Occup. Educ.	Other	
Jackson						
Central MO.	--	200	132	--	--	332
Northwest	--	24	--	--	--	24
U.M.-Col.	--	139	--	--	--	139
U.M.K.C.	--	166	32	--	--	198
MO. Valley	--	--	85	--	--	85
Webster	233	120	--	--	--	353
Jasper						
U.M.-Col.	--	49	--	--	--	49
Jefferson						
Southeast	18	94	--	--	--	112
U.M.S.L.	--	58	--	--	--	58
Johnson						
Central MO.	--	--	29	--	--	29
Lawrence						
Southwest	--	16	--	--	--	16
U.M.-Col.	--	8	--	--	--	8
U.M.-Rolla	--	--	17	--	--	17
Lewis						
U.M.-Col.	--	19	--	--	--	19
Livingston						
U.M.-Col.	--	72	--	--	--	72
Macon						
Northeast	--	--	13	--	--	13
Madison						
Southeast	--	17	--	--	--	17
Maries						
Lincoln	--	39	--	--	--	39
Marion						
Northeast	--	14	--	--	--	14
U.M.-Col.	--	16	--	--	--	16
Miller						
Central	--	12	--	--	--	12
U.M.-Col.	--	19	--	--	--	19
Monroe						
U.M.-Col.	--	8	--	--	--	8
Montgomery						
U.M.S.L.	--	32	--	--	--	32

TABLE 5. (continued)

County / Institution	COURSE TYPE					Total
	Gen. Educ.	Teacher Educ.	Cont. Prof. Educ.	Occup Educ.	Other	
New Madrid						
Southeast	8	61	--	--	--	69
U.M.-Col.	--	21	--	--	--	21
Newton						
Southwest	--	23	--	--	--	23
Nodaway						
U.M.-Col.	--	28	--	--	--	28
Pettis						
U.M.-Col.	--	6	1	--	--	7
Phelps						
U.M.-Col.	--	41	--	--	--	41
Pike						
U.M.-Col.	--	10	--	--	--	10
Platte						
U.M.K.C.	--	108	--	--	--	108
Pulaski						
U.M.-Rolla	--	--	35	--	--	35
Putnam						
Northeast	--	16	--	--	--	16
Randolph						
Northeast	--	17	--	--	--	17
Ripley						
Southeast	--	30	--	--	--	30
St. Charles						
Northeast	51	496	--	--	--	547
Lindenwood	--	4	--	--	--	4
St. Clair						
Webster	101	--	--	--	--	101
St. Francois						
Southeast	--	153	--	--	--	153
St. Louis Co.						
Northeast	38	22	--	--	--	60
Southeast	--	300	--	--	--	300
St. Louis City						
U.M.-Col.	--	217	53	--	--	270
U.M.S.L.	--	305	--	--	--	305
Webster	373	--	--	--	--	373
Saline						
Central MO.	--	15	--	--	--	15
Scotland						
Northeast	--	20	--	--	--	20

TABLE 5. (continued)

County Institution	COURSE TYPE					Total
	Gen. Educ.	Teacher Educ.	Cont. Prof. Educ.	Occup. Educ.	Other	
Texas						
Southwest	--	15	--	--	--	15
U.M.-Col.	--	40	--	--	--	40
Webster						
U.M.-Col.	--	2	--	--	--	2
Wright						
Southwest	--	10	--	--	--	10
TOTAL	822	3,909	630	--	--	5,361
% of Total	15%	73%	12%			100%

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TABLE 6. ENROLLMENT BY COURSE LEVEL AND TYPE IN ST. LOUIS AND KANSAS CITY AREAS, FALL 1976

COURSE LEVEL / COURSE TYPE	Kansas City Area	St. Louis County	City of St. Louis	TOTAL
Lower Division				
General Educ.	2,021	1,350	432	3,803
Teacher Educ.	—	—	--	--
Cont. Prof. Ed.	51	228	193	472
Occup. Ed. and Other	120	192	178	490
Subtotal	2,192	1,770	803	4,765
Upper Division				
General Educ.	163	560	836	1,559
Teacher Educ.	189	25	--	214
Cont. Prof. Ed.	409	84	341	834
Occup. Ed. and Other	10	--	--	10
Subtotal	771	669	1,177	2,617
Graduate				
General Educ.	233	38	373	644
Teacher Educ.	791	322	522	1,635
Cont. Prof. Ed.	249	--	53	302
Occup. Ed. and Other	--	--	--	--
Subtotal	1,273	360	948	2,581
TOTAL	4,236	2,799	2,928	9,963
% of Total	43%	28%	29%	100%

Summary

The survey of off-campus credit instruction offered during the fall semester of the 1976 academic year furnished information in sufficient detail to provide the Coordinating Board for Higher Education and Governor Teasdale's Extension Study Commission with a comprehensive picture of the geographic and programmatic aspects of off-campus credit education in Missouri. Table 7 is a summary of total courses offered, sites, and enrollments, by institution. The primary conclusion is that there is not a widespread and generalized problem of excessive duplication of credit courses offered off-campus. Off-campus courses appear to be providing principally two educational services to Missouri citizens, namely, lower division courses in general education and graduate teacher education.

There are two issues related to off-campus instruction activities which require additional study. In some locations, courses offered by a state-supported senior institution within a junior college district require more detailed review. There are also a few examples of two or more state-supported senior institutions offering graduate teacher education courses in the same county. The University of Missouri has provided a report which details its attempts to coordinate its off-campus offerings with those of other state-supported institutions. The CBHE Off-Campus Task Force will be addressing the issue of expanding the coordination of offerings and will make recommendations regarding guidelines to be followed.

TABLE 7. TOTAL NUMBER OF OFF-CAMPUS CREDIT COURSES OFFERED, SITE LOCATIONS, AND ENROLLMENTS, BY INSTITUTION, FALL 1976

INSTITUTION	NUMBER OF COURSES OFFERED	NUMBER OF SITES	TOTAL HEADCOUNT ENROLLMENT
STATE FOUR-YEAR			
Central MO.	63	17	1,162
Lincoln	3	3	94
Northeast	54	15	1,319
Northwest	14	5	447
Southeast	35	19	1,059
Southwest	10	9	232
Subtotal	179	68	4,313
U.M.-Columbia	91	55	1,258
U.M.-Kansas City	12	7	306
U.M.-Rolla	16	4	171
U.M.-St. Louis	29	10	817
Subtotal	148	76	2,552
TOTAL STATE FOUR-YEAR	327	144	6,865
STATE TWO-YEAR			
East Central	5	1	87
Jefferson	29	3	526
Metro-Longview	5	4	151
Metro-Pioneer	101	12	1,454
S.L.-Flor. Valley	10	5	275
S.L.-Forest Park	29	11	595
S.L.-Meramec	31	5	939
State Fair	1	1	15
Three Rivers	14	5	271
TOTAL STATE TWO-YEAR	225	47	4,313
TOTAL STATE-SUP. INST.	552	191	11,178
INDEPENDENT			
Avila	11	4	180
Columbia	136	18	2,510
Drury	52	3	695
Lindenwood	3	2	35
Maryville	2	1	11
Missouri Baptist	4	2	15
Missouri Valley	13	1	268
Park	4	2	33
Rockhurst	20	6	246
St. Louis Univ.	48	6	920
S. W. Baptist	1	1	43
Stephens	2	2	27
Tarkio	18	7	346
Webster	52	4	915
Westminster	1	1	38
TOTAL INDEPENDENT	367	60	6,282
GRAND TOTAL	919	251	17,460

While it was not possible through this survey to answer fully questions related to the financing of off-campus credit instruction, sufficient information has been furnished to suggest the direction further study should take.

The rather extensive use of adjunct and overload faculty is the final concern identified through this survey. There are questions of both financing and quality related to use of adjunct and overload faculty. The CBHE Off-Campus Task Force is currently considering these issues. Questions to be addressed include the need to assure that such faculty possess appropriate qualifications to teach a specific course. The Task Force is developing guideline dealing with all such aspects of the quality dimension of off-campus instruction.

These issues of coordination, quality and financing will be addressed by the Department of Higher Education during the next several months, and policies relating to these isses will be developed.

APPENDIX A

MISSOURI DEPARTMENT OF HIGHER EDUCATION
SURVEY OF OFF CAMPUS CREDIT INSTRUCTION, FALL 1976

PART A

SITE LOCATION ______________________ (City or Town) ______________ (Location) ______________ (COUNTY)

NAME OF INSTITUTION ______________________________ (Include campus, if appropriate)

REPORT COMPLETED BY ______________________________ (Include name, title, telephone no.)

Is there a full-time administrator(s) on site? ☐ Yes ☐ No

Is there a part-time administrator(s) on site? ☐ Yes ☐ No

FACILITY STATUS (CHECK)

- ☐ Owned
- ☐ Leased
- ☐ Donated
- ☐ Other ______________ (Specify)

SITE OPERATING BUDGET

EXPENDITURES		INCOME	
Salaries	$______	Student Fees	$______
All Non-Salary	$______	State General Revenue	$______
		Federal Funds	$______
		Other $______	______ (Specify Sources)
TOTAL	$______	TOTAL	$______

Does your institution award credit for prior life experience or credit through examination to students enrolled at this off campus site? ☐ Yes ☐ No

If Yes, please provide, on the back of this form, a short narrative description of the nature of the process used by your institution (administers CLEP, for example) and indicate the number of students to whom such credit was awarded during the 1976 fall term and the total amount of credit awarded.

Each institution (and campus for multi-campus institutions) should complete both a Part A and as many Part B's as required for each site where off-campus credit instruction was offered during the 1976 fall term. The survey coverage period, 1976 fall term, is defined as the period for which enrollments were reported to the CBHE in the regular 1976 fall enrollment reports. The following definitions and instructions are to be used in completing the survey:

Part A

Site - Municipality and county in which such instruction was offered. If instruction was offered at more than one location within a municipality, such as at a hospital, and at a school, please report as two sites, designating hospital, school or other building as location. (For example, Institution x offered instruction at City Hospital and at City High School in Jonesville. One Part A and Part B should be completed for City Hospital, Jonesville, Jones County and another Part A and Part B should be completed for City High School, Jonesville, Jones County.)

Site Budget - Direct income and expenses which are associated with the activity at the site. Do not allocate indirect costs.

Part B

List all courses offered at the site described on Part A.

Course Level - Indicate course level by inserting the appropriate number from the code listed at the bottom of the form. For the purposes of this survey, lower division courses are defined as those courses designed to comprise the first two years of a four-year curriculum, a two-year transfer curriculum, or are offered as part of a terminal two-year curriculum. Upper division courses are defined as those courses designed to comprise the third and fourth years of a four-year curriculum. All courses designed to comprise post-baccalaureate curricula should be reported as graduate level. **For the purpose of this survey, student level is not to be used as a determinant for indicating course level.**

Course number and title - Report as listed in the schedule of courses offered.

Course Type - Indicate course type by inserting the appropriate number from the code listed at the bottom of the form. For the purposes of this survey, all courses should be classified according to the following categories:

General education: Courses generally associated with an arts and sciences curriculum including humanities, social sciences and the natural sciences, for example.

Teacher education: Courses required as a part of a curriculum leading to certification in the field of education or a degree in education.

Other Continuing Professional education: Courses in disciplines such as the health professions, engineering, and business, for example, taken primarily by persons employed in these fields for purposes relating directly to their employment or professional development.

Occupational education: Courses associated with those disciplines classified by HEGIS (Higher Education General Information Survey) in the 5000 series as organized occupational curricula, such as Business and Commerce Technologies, and Mechanical and Engineering Technologies, for example; and which are associated with curricula based on less than four years of work beyond high school.

Others: This category should not be used unless, in the opinion of the institution offering the course, it is inaccurate to reasonably classify the course within one of the specified categories.

Credit Hours - Indicate the number of credit hours awarded to one student who successfully completes the course.

Headcount Enrollment - The total number of students reported as enrolled in the course.

Faculty - Indicate the status of the faculty who taught the course by inserting the appropriate number from the code listed at the bottom of the form. Indicate whether the course was taught by a regular faculty member teaching the course as a part of his or her normal term workload, by a regular faculty member teaching it on an overload basis, or by an adjunct faculty member hired specifically to teach the course.

Please attach Part B forms to the appropriate Part A.

If there are any questions regarding completion of the survey forms, please contact:

Ms. Loretta Glaze Elliott
Director of Research
Department of Higher Education
314/751-2361

APPENDIX B

LEVEL (Use Code Below)		TYPE (Use Code Below)	HOURS	ENROLLMENT	(Use Code Below)

COURSE LEVEL CODE
1. Lower Division
2. Upper Division
3. Graduate

COURSE TYPE CODE
1. General Education
2. Teacher Education
3. Other Continuing Professional Education
4. Occupational Education
5. Other

FACULTY
1. Regular - Inload
2. Regular - Overload
3. Adjunct

(See instructions for explanation of codes.)

Institutions Surveyed by Department of Higher Education, Off-Campus Credit Instruction, Fall 1976.

STATE SENIOR COLLEGES AND UNIVERSITIES

Central Missouri State Univ.
Harris-Stowe College *
Lincoln University
MO. Southern State Coll. *
MO. Western State Coll. *
Northeast MO. State Univ.
Northwest MO. State Univ.
Southeast MO. State University
Southwest MO. State University
University of MO.-Columbia
University of MO.-Kansas City
University of MO.-Rolla
University of MO.-St. Louis

STATE JUNIOR COLLEGES

Crowder College*
E. Central Junior College
Jefferson College
Metro. Community Colleges
-Longview Community College
-Maple Woods Community College *
-Penn Valley Community College *
-Pioneer Community College
Mineral Area College
Moberly Area Jr. College *
St. Louis Community College
-at Florissant Valley
-at Forest Park
-at Meramec
State Fair Community College
Three Rivers Community College
Trenton Junior College *

INDEPENDENT SENIOR COLLEGES AND UNIVERSITIES

Avila College
Cardinal Newman College*
Central Methodist College *
Columbia College
Culver-Stockton College *
Drury College
Evangel College *
Fontbonne College *
Hannibal-LaGrange College *
Lindenwood Colleges
Maryville College
Missouri Baptist College
Missouri Valley College
Park College
Rockhurst College
St. Louis University
School of the Ozarks *
Southwest Baptist College
Stephens College
Tarkio College
Washington University*
Webster College
Westminster College
William Jewell College *
William Woods College *

INDEPENDENT JUNIOR COLLEGES

Cottey College *
Kemper Military Sch. & College*
St. Paul's College*
Wentworth Military Academy*

* These institutions offered no off-campus credit instruction in Missouri during the fall term 1976.

APPENDIX C

TABLE C-1. SITE LOCATIONS AT WHICH OFF-CAMPUS CREDIT COURSES WERE OFFERED, BY INSTITUTION, FALL 1976

INSTITUTION	SITE LOCATION							TOTAL
	Hospital	School	Area Voc.	Military Install.	Church	College	Other	
STATE FOUR-YEAR								
Central MO.	0	8	2	1	0	2	4	17
Lincoln	0	2	1	0	0	0	0	3
Northeast	0	13	2	0	0	0	0	15
Northwest	0	4	0	0	0	0	1	5
Southeast	0	12	2	0	0	4	1	19
Southwest	0	3	5	0	0	0	1	9
U.M.-Columbia	0	24	11	0	1	10	9	55
U.M.-Kansas City	1	2	1	1	0	0	2	7
U.M.-Rolla	0	0	0	1	0	0	3	4
U.M.-St. Louis	1	5	0	0	0	1	3	10
Subtotal	2	73	24	3	1	17	24	144
STATE TWO-YEAR								
East Central	0	1	0	0	0	0	0	1
Jefferson	0	3	0	0	0	0	0	3
Metro-Longview	1	0	0	0	0	0	3	4
Metro-Pioneer	1	0	0	2	0	0	9	12
St. L.-Flor. V.	0	2	0	0	0	0	3	5
St. L.-Forest P.	0	2	0	0	0	0	9	11
St. L.-Meramec	0	5	0	0	0	0	0	5
State Fair	0	1	0	0	0	0	0	1
Three Rivers	0	5	0	0	0	0	0	5
Subtotal	2	19	0	2	2	0	24	47

TABLE C-1. (Continued)

INSTITUTION	SITE LOCATION							TOTAL
	Hospital	School	Area Voc.	Military Install.	Church	College	Other	
INDEPENDENT								
Avila	1	3	0	0	0	0	0	4
Columbia	1	1	0	11	0	1	4	18
Drury	0	1	0	2	0	0	0	3
Lindenwood	0	2	0	0	0	0	0	2
Maryville	0	0	0	0	0	0	1	1
MO. Baptist	0	0	0	0	2	0	0	2
MO. Valley	0	1	0	0	0	0	0	1
Park	0	0	0	0	0	0	2	2
Rockhurst	0	4	0	0	0	0	2	6
St. Louis Univ.	0	4	0	0	0	0	2	6
S. W. Baptist	0	0	0	0	1	0	0	1
Stephens	1	0	0	0	0	0	1	2
Tarkio	0	0	0	6	0	0	1	7
Webster	0	1	0	2	0	0	1	4
Westminster	0	0	0	0	0	1	0	1
Subtotal	3	17	0	21	3	2	14	60
TOTAL - ALL INST.	7	109	24	26	4	19	62	251

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TABLE C-2. FACILITY STATUS - FACILITIES USED FOR OFF-CAMPUS CREDIT COURSES, FALL 1976

INSTITUTION	OWNED	LEASED	DONATED	OTHER	TOTAL
STATE FOUR-YEAR					
Central MO.	--	--	6	11	17
Lincoln	--	--	3	--	3
Northeast	--	--	13	2	15
Northwest	--	1	4	--	5
Southeast	--	2	17	--	19
Southwest	--	--	9	--	9
U.M.-Col.	2	4	48	1	55
U.M.-K.C.	--	4	3	--	7
U.M.-Rolla	--	1	3	--	4
U.M.-S.L.	--	2	8	--	10
Subtotal	2	14	114	14	144
STATE TWO-YEAR					
E. Central	--	--	1	--	1
Jefferson	--	--	3	--	3
Metro-Longv.	--	2	2	--	4
Metro-Pioneer	--	3	9	--	12
St.L.-Flor. V	--	--	5	--	5
St.L.-For. Pk	--	4	7	--	11
St.L.-Meramec	--	--	1	4	5
State Fair	--	--	1	--	1
Three Rivers	--	3	2	--	5
Subtotal	--	12	31	4	47
INDEPENDENT					
Avila	--	--	4	--	4
Columbia	--	4	14	--	18
Drury	--	--	3	--	3
Lindenwood	--	--	2	--	2
Maryville	--	--	1	--	1
MO. Baptist	--	--	2	--	2
MO. Valley	--	--	--	1	1
Park	--	1	1	--	2
Rockhurst	1	--	--	5	6
St. Louis U.	--	5	1	--	6
S. W. Baptist	--	--	1	--	1
Stephens	--	--	2	--	2
Tarkio	--	--	7	--	7
Webster	--	2	--	2	4
Westminster	--	--	--	1	1
Subtotal	1	12	38	9	60
TOTAL	3	38	183	27	251

TABLE C-3. NUMBER OF ADMINISTRATORS ON SITE, BY INSTITUTION, FALL 1976

INSTITUTION	NUMBER OF ADMINISTRATORS		TOTAL
	FULL-TIME	PART-TIME	
STATE FOUR-YEAR			
Central MO.	--	2	2
Lincoln	--	3	3
Northeast	--	1	1
Northwest	--	--	--
Southeast	--	--	--
U.M.-Columbia	--	--	--
U.M.-Kansas City	--	--	--
U.M.-Rolla	--	1	1
U.M.-St. Louis	--	--	--
Subtotal	--	7	7
STATE TWO-YEAR			
East Central	--	1	1
Jefferson	--	3	3
Metro-Longview	--	--	--
Metro-Pioneer	2	--	2
St. L.-Flor. V.	--	5	5
St. L.-For. Park	--	--	--
St. L.-Meramec	--	3	3
State Fair	--	--	--
Three Rivers	--	2	2
Subtotal	2	14	16
INDEPENDENT			
Avila	--	--	--
Columbia	7	10	17
Drury	--	1	1
Lindenwood	--	--	--
Maryville	--	--	--
MO. Baptist	--	--	--
MO. Valley	--	--	--
Park	2	--	2
Rockhurst	--	--	--
St. Louis Univ.	--	5	5
S.W. Baptist	--	--	--
Stephens	--	--	--
Tarkio	--	--	--
Webster	4	--	4
Westminster	--	--	--
Subtotal	13	16	29
TOTAL	15	37	52

TABLE C-4. NUMBER OF FACULTY, BY EMPLOYMENT STATUS, BY INSTITUTION, FALL 1976

INSTITUTION	FACULTY STATUS			TOTAL
	Regular-Inload	Regular-Overload	Adjunct	
STATE FOUR-YEAR				
Central MO.	16	31	16	63
Lincoln	--	2	1	3
Northeast	--	19	35	54
Northwest	9	2	3	14
Southeast	--	17	18	35
Southwest	6	—	4	10
U.M.-Col.	32	37	22	91
U.M.-K.C.	2	7	3	12
U.M.-Rolla	8	6	2	16
U.M.-S.L.	3	9	17	29
Subtotal	76	130	121	327
STATE TWO-YEAR				
E. Central	--	3	2	5
Jefferson	3	7	19	29
Metro-Longv.	4	—	1	5
Metro-Pioneer	35	--	66	101
S.L.-Flor. V.	--	1	9	10
S.L.-For. Pk.	1	2	26	29
S.L.-Meramec	2	16	13	31
State Fair	--	—	1	1
Three Rivers	5	3	6	14
Subtotal	50	32	143	225
INDEPENDENT				
Avila	1	—	10	11
Columbia	1	--	135	136
Drury	51	1	--	52
Lindenwood	--	—	3	3
Maryville	1	--	1	2
MO. Baptist	--	1	3	4
MO. Valley	1	3	9	13
Park	--	1	3	4
Rockhurst	5	--	15	20
St. Louis U.	--	14	34	48
S. W. Baptist	--	--	1	1
Stephens	1	1	--	2
Tarkio	--	--	18	18
Webster	--	--	52	52
Westminster	1	—	--	1
Subtotal	62	21	284	367
TOTAL	188	183	548	919
% of Total	20%	20%	60%	100%

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APPENDIX D

TABLE D-1. SUMMARY OF ENROLLMENT IN OFF-CAMPUS CREDIT COURSES, BY LEVEL AND TYPE, FALL 1976

INSTITUTIONAL TYPE	Gen. Educ.	Teacher Educ.	Cont. Educ.	Prof.	Occup. Educ.	Other	TOTAL
	LOWER DIVISION						
STATE FOUR-YEAR	337	28		147	--	--	512
UNIV. OF MO.	343	--		15	--	--	358
STATE TWO-YEAR	3,163	--		465	616	69	4,313
INDEPENDENT	2,400	--		63	--	--	2,463
Subtotal	6,243	28		690	616	69	7,646
	UPPER DIVISION						
	Gen. Educ.	Teacher Educ.	Cont. Educ.	Prof.	Occup. Educ.	Other	TOTAL
STATE FOUR-YEAR	116	624		458	--	--	1,198
UNIV. OF MO.	72	26		254	--	--	352
STATE TWO-YEAR	--	--		--	--	--	--
INDEPENDENT	2,302	120		481	--	--	2,903
Subtotal	2,490	770		1,193	--	--	4,453
	GRADUATE						
	Gen. Educ.	Teacher Educ.	Cont. Educ.	Prof.	Occup. Educ.	Other	TOTAL
STATE FOUR-YEAR	115	2,217		271	--	--	2,603
UNIV. OF MO.	--	1,568		274	--	--	1,842
STATE TWO-YEAR	--	--		--	--	--	--
INDEPENDENT	707	124		85	--	--	916
Subtotal	822	3,909		630	--	--	5,361
TOTAL	9,555	4,707		2,513	616	69	17,460

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TABLE D-2. ENROLLMENT IN LOWER DIVISION OFF-CAMPUS CREDIT COURSES, BY TYPE, FALL 1976

INSTITUTION	COURSE TYPE					TOTAL
	General Educ.	Teacher Educ.	Cont. Prof. Educ.	Occup. Educ.	Other	
STATE FOUR-YEAR						
Central Missouri	88	--	41	--	--	129
Lincoln	--	--	--	--	--	--
Northeast	174	--	106	--	--	280
Northwest	--	--	--	--	--	--
Southeast	75	28	--	--	--	103
Southwest	--	--	--	--	--	--
U.M.-Columbia	--	--	--	--	--	--
U.M.-Kansas City	--	--	--	--	--	--
U.M.-Rolla	78	--	--	--	--	78
U.M.-St. Louis	265	--	15	--	--	280
Subtotal	680	28	162	--	--	870
STATE TWO-YEAR						
East Central	38	--	33	16	--	87
Jefferson	504	--	--	22	--	526
Metro-Longview	31	--	--	120	--	151
Metro-Pioneer	1,454	--	--	--	--	1,454
St. Louis-Flor. V.	127	--	148	--	--	275
St. L.-For. Park	211	--	189	141	54	595
St. L.-Meramec	747	--	--	192	--	939
State Fair	--	--	--	--	15	15
Three Rivers	51	--	95	125	--	271
Subtotal	3,163	--	465	616	69	4,313
INDEPENDENT						
Avila	164	--	--	--	--	164
Columbia	1,406	--	--	--	--	1,406
Drury	541	--	--	--	--	541
Lindenwood	--	--	--	--	--	--
Maryville	--	--	--	--	--	--
Missouri Baptist	15	--	--	--	--	15
Missouri Valley	--	--	25	--	--	25
Park	--	--	--	--	--	--
Rockhurst	194	--	--	--	--	194
St. Louis Univ.	50	--	--	--	--	50
S. W. Baptist	--	--	--	--	--	--
Stephens	10	--	--	--	--	10
Tarkio	--	--	--	--	--	--
Webster	20	--	--	--	--	20
Westminster	--	--	38	--	--	38
Subtotal	2,400	--	63	--	--	2,463
TOTAL LOWER DIV.	6,243	28	690	616	69	7,646

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TABLE D-3. ENROLLMENT IN UPPER DIVISION OFF-CAMPUS CREDIT COURSES, BY TYPE, FALL 1976

INSTITUTION	COURSE TYPE					TOTAL
	General Educ.	Teacher Educ.	Cont. Prof. Educ.	Occup. Educ.	Other	
STATE FOUR-YEAR						
Central Missouri	6	210	390	--	--	606
Lincoln	--	38	--	--	--	38
Northeast	103	162	68	--	--	333
Northwest	--	25	--	--	--	25
Southeast	7	21	--	--	--	28
Southwest	--	168	--	--	--	168
U.M.-Columbia	--	--	188	--	--	188
U.M.-Kansas City	--	--	--	--	--	--
U.M.-Rolla	--	--	22	--	--	22
U.M.-St. Louis	72	26	44	--	--	142
Subtotal	188	650	712	--	--	1,550
STATE TWO-YEAR						
Subtotal	--	--	--	--	--	--
INDEPENDENT						
Avila	16	--	--	--	--	16
Columbia	1,104	--	--	--	--	1,104
Drury	108	46	--	--	--	154
Lindenwood	--	31	--	--	--	31
Maryville	11	--	--	--	--	11
Missouri Baptist	--	--	--	--	--	--
Missouri Valley	--	--	158	--	--	158
Park	--	--	33	--	--	33
Rockhurst	52	--	--	--	--	52
St. Louis Univ.	870	--	--	--	--	870
S. W. Baptist	--	43	--	--	--	43
Stephens	17	--	--	--	--	17
Tarkio	56	--	290	--	--	346
Webster	68	--	--	--	--	68
Westminster	--	--	--	--	--	--
Subtotal	2,302	120	481	--	--	2,903
TOTAL UPPER DIV.	2,490	770	1,193	--	--	4,453

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TABLE D-4. ENROLLMENT IN GRADUATE OFF-CAMPUS CREDIT COURSES, BY TYPE, FALL 1976

INSTITUTION	COURSE TYPE					TOTAL
	General Educ.	Teacher Educ.	Cont. Prof. Educ.	Occup. Educ.	Other	
STATE FOUR-YEAR						
Central Missouri	--	245	182	--	--	427
Lincoln	--	39	17	--	--	56
Northeast	89	604	13	--	--	706
Northwest	--	363	59	--	--	422
Southeast	26	902	--	--	--	928
Southwest	--	64	--	--	--	64
U.M.-Columbia	--	899	171	--	--	1,070
U.M.-Kansas City	--	274	32	--	--	306
U.M.-Rolla	--	--	71	--	--	71
U.M.-St. Louis	--	395	--	--	--	395
Subtotal	115	3,785	545	--	--	4,445
STATE TWO-YEAR						
Subtotal	--	--	--	--	--	--
INDEPENDENT						
Avila	--	--	--	--	--	--
Columbia	--	--	--	--	--	--
Drury	--	--	--	--	--	--
Lindenwood	--	4	--	--	--	4
Maryville	--	--	--	--	--	--
Missouri Baptist	--	--	--	--	--	--
Missouri Valley	--	--	85	--	--	85
Park	--	--	--	--	--	--
Rockhurst	--	--	--	--	--	--
St. Louis Univ.	--	--	--	--	--	--
S. W. Baptist	--	--	--	--	--	--
Stephens	--	--	--	--	--	--
Tarkio	--	--	--	--	--	--
Webster	707	120	--	--	--	827
Westminster	--	--	--	--	--	--
Subtotal	707	124	85	--	--	916
TOTAL GRADUATE	822	3,909	630	--	--	5,361

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APPENDIX F

REMARKS OF COMMISSIONER ROBERTSON TO THE COMMISSION, AUGUST 22, 1977

THE DEPARTMENT OF HIGHER EDUCATION
600 CLARK AVENUE
JEFFERSON CITY, MISSOURI 65101
(314) 751 2361

UCE ROBERTSON
COMMISSIONER
OF
HER EDUCATION

August 22, 1977

REPORT TO THE GOVERNOR'S EXTENSION STUDY COMMISSION

BRUCE ROBERTSON

COMMISSIONER

DEPARTMENT OF HIGHER EDUCATION

This report is presented on behalf of the Department of Higher Education and the Coordinating Board for Higher Education which heads that department. In it I will try to review briefly the functions of the Department of Higher Education, especially as related to the subject of extension, to review the issues confronting this commission as seen from the perspective of the Department of Higher Education, and, finally, to review the response and/or position of the Department of Higher Education regarding each of those issues.

The Coordinating Board and Department of Higher Education

The Coordinating Board for Higher Education and Department of Higher Education were created with the passage of the Omnibus State Reorganization Act of 1974. The board assumed the functions of the former Commission on Higher Education, the former Junior College Division of the State Department of Education, and the former Library Commission. The Coordinating Board was also assigned responsibility for teacher training institutions previously lodged in the Department of Education.

The functions of the Coordinating Board and Department of Higher Education may be summarized in four broad categories. Central to the role of the Coordinating Board is the function of planning. Planning is the means through which the Board and Department seek to assure that the postsecondary educational needs of the citizens of Missouri are met with high quality programs at reasonable cost to the taxpayers. Planning is an ongoing function which never stops in the Department, but is highlighted from time to time when the Coordinating Board undertakes a major planning effort to review and revise the master plan for higher education in Missouri.

Such a planning effort is currently underway. It began over a year ago, and is nearing completion. The first full draft of the plan was reviewed by the Master Planning Committee last month, and the second, substantially revised, draft will be reviewed at meetings scheduled for

September. The final draft adopted by the Master Planning Committee will be passed on to the Coordinating Board for review and final adoption. It will then become the basis for continuing planning and actions in the other functions of the department during the next several years.

The current draft has grown from the active participation of over two hundred Missouri citizens who served on a variety of task forces and technical committees. The substantial research and study of these groups, supplemented by the staff work of the Department of Higher Education, has brought us to this point, and it is hoped that a final plan will be adopted by the Coordinating Board prior to the next session of the General Assembly. Although some planning issues are yet to be resolved, and several difficult decisions must yet be made, some of the positions so far adopted bear directly on the concerns of this study commission and will be referred to later.

The second function of the Coordinating Board and Department is coordination. It is the responsiblity of the department to review and coordinate various policies and programs of the several institutions supported by the State with respect to admissions, transferrablity, quality of programs, and appropriate distribution of programs. The Coordinating Board must approve all new degree programs proposed to be offerred by every institution. New programs are reviewed with respect to the need for the program, potential overlap with existing programs, the ability of the institution to provide a quality program in the area, and financial requirements. The department also has a coordinating responsibility, in my opinion, in the area of off-campus instruction and/or extension, although this responsibility has not been wholly executed in the past. Again, this problem has been highlighted by the current master planning process, and several parallel efforts which I will mention later are currently underway which seek to remedy this problem.

The third function of the Coordinating Board is budgetary recommendation. Each institution prepares its own budget request to the General Assembly reflecting the best judgment of the institutional curators as to the needs of the institution in order to fulfill its mission. These budget requests are reviewed by the Department and the Coordinating Board and independent budgetary recommendations are submitted to the Governor and the General Assembly for each institution. In the last several years a formula process has been utilized in developing Department and Coordinating Board recommendations. Currently that formula is being revised in ways intended to correct past problems in the logic or process, and an internal project is underway which, it is expected, will lead to a much more substantial revision for the FY 80 budget cycle. The short-term revisions will be implemented during the current budget cycle and presented to the Governor and General Assembly for the FY 79 institutional apropriations.

Finally, the Coordinating Board and Commissioner have administrative responsibility for the State Library, the State Anatomical Board and certain other discrete functions which are important but not directly relevant to the work of this study commission.

As a final note in my background comments about the Coordinating Board and the Department of Higher Education, I should note that I became Commissioner last January, and since that time the Department staff has undergone a substantial reorganization which has included a majority of new professional staff members. We hope that it will soon be apparent that this new organization can provide the staff support necessary for the Coordinating Board to carry out its functions.

Functions of Higher Education

In the draft master plan we attempt to identify the three functions of higher education in ways which help us understand the several activities of our colleges and universities. Central to the understanding of postsecondary education is the concept of knowledge. We are concerned with three aspects of knowledge: its acquisition, its transmission, and its application. These three aspects of knowledge are the basis of the three functions which a system of postsecondary education must perform: the acquisition of new knowledge is the function of research; the transmission of knowledge is the function of instruction; and, the application of knowledge is the function of public service.

Instruction is passing on the accumulated knowledge of a society to students in the form of information, skills, or insights. It is the formal means through which a postsecondary institution facilitates the learning process which takes place both within and outside of classrooms and laboratories. Research is the methodical study and activity carried on by professional staff and students of postsecondary institutions in order to augment and develop knowledge in all fields of study. It may be carried out with the primary intent of developing new knowledge (basic research) or it may be directed to the application of existing knowledge to a specific problem (applied research).

Of direct concern to this study commission is the fact that postsecondary education institutions in America have traditionally allocated a portion of their resources to the application of knowledge. The notion of university extension and the whole state as the campus can be traced to the Wisconsin Idea of the last century. Activities which seek to apply knowledge to the problems of society have taken the form of the direct services of land grant institutions, cultural programs, individual faculty consultations, radio and television programs, and many other types of activities and programs, both credit and non-credit. Extension activities are a legitimate part of the public service mission of the state system of higher education and may be directed toward the immediate community in which an institution is located, a larger region, or the state.

I believe that the effective provision of postsecondary education to Missouri citizens requires that our total system perform all three of these functions. Yet there is no reason to believe that all three must be performed by each component of that system, though there are historical and functional reasons for assuming that the state's land grant university will always have a primacy of mission in research, and a major role in public service. Essential to the coordinating process is the assignment of unique missions composed of these three functions, in varying proportions in varying fields of endeavor, to each institution. This is an objective of the current Master Planning process.

Issues

As we have reviewed the charge to this Study Commission, and as our staff listened to the discussion at your first meeting, we have identified six issues which are of direct concern to some or all members of this Commission. They are:

1. A continuing concern with respect to the University of Missouri extension activities is the relative priority given to agricultural cooperative extension services and other, "non-ag", extension programs. This balance, and, indeed, the total amount of money devoted to each, are legitimate policy issues which are not at all unique to Missouri, and which must be continually reviewed in relation to the changing needs of the state.

2. Only partially coupled with issue #1 is frustration with the apparently confused budgetary picture with respect to the University of Missouri's extension activities. Part of this frustration grows from the program classification structure (utilized nationally for higher education) which requires that the various extension activities be reported in several different programs depending on content and focus. The problem at the University of Missouri is compounded by the unique, and complex, administrative structure employed for extension activities. That is not to say that either the program classification structure or the administrative structure is wrong, or that there is any intention to obfuscate the facts. Rather, it simply is difficult, and special efforts need to be made to arrange data in other ways in order to present a more clear picture. The new budget presentation methods mentioned earlier are intended to relieve, at least in part, this confusion.

3. Off-campus credit instruction is a concern we share in the context of the coordination function of the Department of Higher Education. What is the extent of off-campus instruction on the part of the several institutions? Are there instances of unnecessary and wasteful duplication? Has the relatively high cost state university assumed functions more appropriate to other, relatively lower cost, colleges and universities? Do such programs conflict with the on-campus programs of other institutions? What are the costs and how are such programs funded? Efforts are underway in the Department of Higher Education to address these issues currently. Further, the DHE and CBHE are concerned about another dimension of off-campus programs: their quality.

4. A corollary of this coordination problem within higher education is the possible duplication of some extension activities and services offered by institutions of higher education with those of other state agencies. This is particularly possible in some of the programs of the cooperative extension service at the University and those of other social service agencies in areas such as nutrition.

5. Possible uses of state funds for apparently frivolous, non-degree credit courses continue to be of concern. Controversy in this area in the past centered on the junior colleges, but it was suggested at your first meeting that there may be overlapping concerns with the area vocational schools and other institutions as well.

6. Continuing professional education, in areas such as medicine, law, pharmacy, and education, is a growing responsibility of the state system of higher education, and particularly the University of Missouri. Hence it is an issue as regards the proper mode of funding such educational programs and coordination of their offerings.

In my mind these issues are subsumed under several policy issues that grow directly from the functions of the Department of Higher Education and the Coordinating Board. As the Department exercises its planning, coordinating and budgetary recommendation functions, it must answer the important policy question of how much cooperative and other extension services are needed by the state, and whether current services are of satisfactory quality. These issues, with respect to both credit and non-credit instruction, are already being addressed. The department had in process a survey of off-campus credit instruction prior to the establishment of this Study Commission. (A copy is attached.) The draft master plan also recommends the creation of an off-campus education task force to review both the coordination and quality issues. The Coordinating Board believed this matter to be of sufficient urgency that, at its July meeting, it authorized the creation of the off-campus task force prior to finalization of the Master Plan. That task force now has been appointed, with representatives from both the state and independent sectors of higher education, and will begin its work immediately. The survey mentioned will be one important facet of the work of that task force, and the results will also be made available to this Study Commission.

Another policy issue is the financing of continuing professional education. My position on this issue is that in professions such as medicine and law, the practitioners should bear the full cost of the continuing professional educational services offered them, quite properly, by the state university. In other professions where the remuneration is less and social goals are being met, it may be appropriate that the state share in the cost of such continuing education. The current draft of the master plan assigns primary responsibility in the area of continuing professional education to the University of Missouri. With the caveat that the current draft has yet to be adopted by both the Master Planning Committee and, subsequently, the Coordinating Board for Higher Education, I quote from the draft document:

> "The four-institution University of Missouri is, and should continue to be, Missouri's primary public institution for graduate instruction, and it should be the only public institution at which doctorate-level and advanced professional degree programs are offered. The University of Missouri should be the primary but not the sole public delivery system for masters-level study in the arts

and sciences and humanities. Except for Lincoln University, it should be the only institution, public or independent, offering programs within the parameters of land grant extension."

"The University of Missouri should not offer two-year associate degree programs, vocational-technical career programs, or certificate programs. Its general extension division, as distinct from the cooperative argicultural extension service, should offer programs which are derived from the unique mission of the university. These programs and services should not duplicate those offered by other public colleges and universities in their regions or districts."

The intention here is that inasmuch as only the University of Missouri is equipped to offer continuing professional education in some areas (medicine, pharmacy, engineering, law) it should fulfill its responsibilities to do so in those areas. The university should not, however, duplicate the extension activities of the other institutions in their respective regions.

Another policy issue, that of state funding for general interest courses is, we hope, behind us. Since the last legislative session, Department staff have worked closely with college personnel in developing a set of guidelines which identify those courses which should be offered for credit and, thus, be supported by the state. It is my intention that these guidelines be further developed and applied to the four-year institutions as well.

Conclusion

This report was intended to provide a background for the work yet ahead of this Study Commission. We hope we may have clarified the role of the Coordinating Board and the Department of Higher Education. We also hope we have clarified some of the issues you face, and how we are addressing some of them. Finally, we hope it's clear that we do not claim to have all the answers; in fact, we look forward to your recommendations. As you proceed with your work the Department will provide assistance in any way we can. Two senior members of the Department of Higher Education staff have been assigned to help provide liaison and staff support in your work. In addition, I hope you will feel free to call on me directly when there is any way I can help. In the meantime, please accept my best wishes as you undertake this difficult but significant work.

Bruce Robertson
Commissioner

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